

**THE INFLUENCE OF USING TAD (TRANSITION-ACTION-DETAIL)
STRATEGY TOWARDS STUDENTS' WRITING ABILITY
IN DESCRIPTIVE TEXT AT THE EIGHTH GRADE OF
SMPN 2 JATI AGUNG LAMPUNG SELATAN
IN THE ACADEMIC YEAR OF 2018/2019**

A Thesis

Submitted as a Partial Fulfillment of the Requirements for S1-Degree

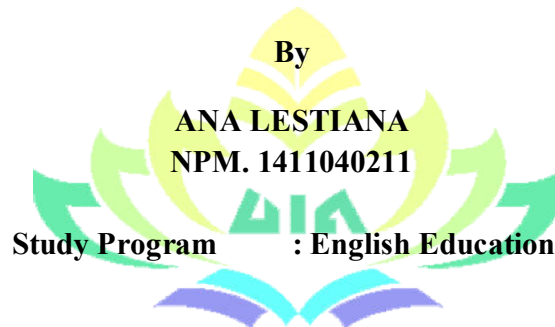


**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF RADEN INTAN
LAMPUNG
2018**

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By

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**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF RADEN INTAN
LAMPUNG**

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ABSTRACT

THE INFLUENCE OF USING TAD (TRANSITION-ACTION-DETAIL) STRATEGY TOWARDS STUDENTS' WRITING ABILITY IN DESCRIPTIVE TEXT AT THE EIGHTH GRADE OF SMPN 2 JATI AGUNG LAMPUNG SELATAN IN THE ACADEMIC YEAR OF 2018/2019

**By
Ana Lestiana**

Writing is often considered a difficult subject by students. Some techniques or strategies are needed by a teacher to overcome the writing difficulties. One of the strategies is TAD (Transition-Action-Detail) Strategy. The objective of this research is to know whether there is a significant influence of TAD (Transition-Action-Detail) Strategy towards Students' Writing Ability in Descriptive Text at the Eighth Grade of SMPN 2 Jati Agung Lampung Selatan in the academic Year of 2018/2019.

In this research, the writer used quasi experimental design with the treatment held in 3 meetings 40 minutes for each. In this research, the writer took two classes, one class as the experimental class and one class as the control class. In the experimental class, the writer used TAD (Transition-Action-Detail) strategy and in the control class the writer used Expository Strategy. The population of research was the eighth grade of SMPN 2 Jati Agung, Lampung Selatan. The samples of this research were two classes consisting of 70 students. In collecting the data, the writer used instrument in the form of writing test. The instrument was used for pre-test and post-test. After giving the post-test, the writer analyzed the data by using SPSS (*Statistical Package for Social Science*).

After collecting the data, it was found that the result of Sig. (2-tailed) of the equal variance was 0.000, and $\alpha = 0.05$. H_a was accepted if Sig. (p_{value}) $< \alpha = 0.05$ and H_o was rejected. Based on the computation, it could be concluded that there was a significant influence of using TAD (Transition-Action-Detail) strategy towards students' writing ability in descriptive text at the eighth grade of SMPN 2 Jati Agung Lampung Selatan in the academic year of 2018/2019.

Keywords: *Descriptive Text Writing Ability, Transition-Action-Detail Strategy.*

ACKNOWLEDMENT

First of all, all praise to be Allah SWT, the Most Merciful, and the Most Beneficent, for blessing the writer with His mercy and guidance to finish this thesis. Peace and salutation is upon our Prophet Muhammad SAW. This thesis is entitled “The Influence of Using TAD (Transition-Action-Detail) towards Students’ Writing Ability in Descriptive Text at the Eighth Grade of SMPN 2 Jati Agung Lampung Selatan in the Academic Year of 2018/2019” is submitted as compulsory fulfillment of the requirements for S-1 degree of English Education study program at Tarbiyah and Teacher Training Faculty at State University of Islamic Studies (UIN) Raden Intan Lampung. When finishing the thesis, the writer has obtained so many helps, assistances, aids, support and many valuable things from various sides. Therefore, the writer would sincerely thank:

1. Prof. Dr. H. Chairil Anwar, M.Pd, the Dean of Tarbiyah and Teacher Training Faculty UIN Raden Intan Lampung with his staff, who has given an opportunity and forbearance to the writer when on going the study until the accomplishment of this thesis.
2. Meisuri, M.Pd, the chairperson of English Education Study Program of UIN Raden Intan Lampung and the Advisor who has spent countless hours correcting this thesis for its betterment.

3. Nunun Indrasari, M.Pd, the Co-Advisor, who has patiently guided the writer until the completion of this thesis.
4. The English Department Lecturers of UIN Raden Intan Lampung.
5. Retno Widyaningsih, S.Pd, the headmaster of SMPN 2 Jati Agung Lampung Selatan for allowing her to conduct the research.
6. The English teacher at SMPN 2 Jati Agung and also Eighth grade students of SMPN 2 Jati Agung.
7. All the people who have helped the writer to finish the study who cannot mention one by one.

Finally, the writer is fully aware that there are, still a lot of weakness in this thesis. For this, the writer sincerely welcomes criticism and suggestion from the readers to enhance the quality of the thesis.

Bandar Lampung,

The Writer

Ana Lestiana
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DECLARATION

I hereby declare that this thesis entitled “The Influence of Using TAD (Transition-Action-Detail) Strategy towards Students’ Writing Ability in Descriptive Text at the Eighth Grade of SMPN 2 Jati Agung Lampung Selatan in the Academic Year of 2018/2019” is completely my own work. I am fully aware that I have quoted some statements and ideas from various sources and those are properly acknowledged in the next.



Bandar Lampung,

Declared by,

Ana Lestiana

NPM: 1411040211

MOTTO

وَلَوْ أَنَّ مَا فِي الْأَرْضِ مِنْ شَجَرَةٍ أَقْلَمٌ وَالْبَحْرُ يَمُدُّهُ مِنْ بَعْدِهِ سَبْعَةُ
أَبْحُرٍ مَا نَفِدَتْ كَلِمَاتُ اللَّهِ إِنَّ اللَّهَ عَزِيزٌ حَكِيمٌ ﴿٢٧﴾

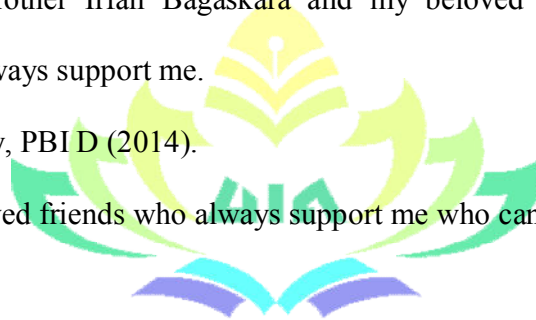
“And if all the trees on earth were pens and the ocean (were ink), with seven oceans behind it to add its (supply), yet would not the words of Allah be exhausted (in the writing): for Allah is exalted in power, full of wisdom” (Q.S. Luqman : 27)¹

¹ Abdullah Yusuf ‘Ali, *The Holy Qur’an Arabic Text With English Translation*, (India: New Johar Offset Printers, 2006). p.1219

DEDICATION

This thesis is dedicated to everyone who cares and loves me I would like dedicate this thesis to:

1. My beloved parents, Mr. Sutikno and Mrs. Surtini, who always pray for my success and give motivation to study hard until now.
2. My beloved brother Irfan Bagaskara and my beloved sister Inka Rahma Danny, who always support me.
3. My great family, PBID (2014).
4. All of my beloved friends who always support me who cannot mention one by one.
5. My beloved Almamater of UIN Raden Intan Lampung.



CURRICULUM VITAE

The writer's name is Ana Lestiana. She was born in Marga Lestari, Jati Agung, on January 30th, 1996. She is the first child of three children of Mr. Sutikno and Mrs. Surtini. She has one brother, his name is Irfan Bagaskara and she has one sister, her name is Inka Rahma Danny.

She began her study at elementary school of SDN Marga Lestari, Jati Agung in 2002 and graduated in 2008. Then, she continued her study to SMPN 2 Jati Agung and graduated in 2011. Then, she also continued her study to SMAN 1 Jati Agung and graduated in 2014. In 2014, she continued her study and she decided to enter UIN Raden Intan Lampung in English Education Study Program of Tarbiyah and Teacher Training Faculty.

During study in university, she studied English more some English courses. At the seventh semester, she taught at MI Mathla'ul Anwar Rawa Selapan on KKN Program. Then, she carried out on Teaching Practice Program (PPL) at SMP PGRI 6 Bandar Lampung.

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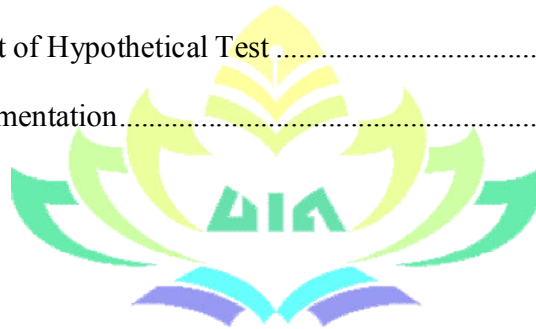
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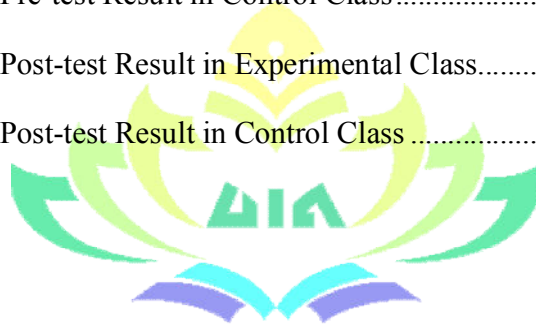
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CHAPTER I INTRODUCTION

A. Background of The Problem

Language is considered as a system of communicating with other people using sounds, symbol, and words in expressing meaning, idea, or thought, feelings both on spoken and in written form. As stated by Siahaan, language is a set of rules that is used by its native speaker as a tool of their communication.² It means that language is used by all people in the world to interact to each other. Without language, it is impossible for everyone to make interaction with each other. It is supported by Harmer that language is used widely for communication between people who do not share the same first (or even second) language.³ It means that language is the most important tool for communication between people who have different language.

People in a country have their own language used to communicate with other people. People used language to express thought and feelings to each other. They can communicate with other people by the language in their daily activity, society, and environment. It means that language is the primary aspect to

² Sanggam Siahaan, *Issues in Linguistic* (Yogyakarta: Graha Ilmu, 2008). p.214

³ Jeremy Harmer, *The Practice of English Language Teaching*, (New York: Longman, 2007). p.13

communicate each other. In the same country, they have to use a language that is known by many people in the world to communicate with other people countries.

There are many languages in the world, one of them is English. English is an International language. It is used and learnt by almost of countries in the world. To face the globalization era, people should learn and use this language.⁴ It means that English has important position in almost every aspect in our life.

English is an international language that has great role in all activities. English is used in international communication. English is important to us to communicate and interact with other people. In Indonesia, English has become one of the subjects which are taught from junior high school up to university level. By learning English, it is hoped that the students are able to communicate in English both in written and oral forms.

In Indonesia, English is the foreign language. It means that English as a foreign language is generally take to apply to students who are studying general English at schools and institutes in their own country or as transitory visitors in target language country.⁵ It can be concluded that English is not used to communicate in daily life but many people learn English, not only in formal institution but also in informal institution, because English is important to our

⁴ M.F. Patel and Praveen M.Jain, *English Language Teaching: Methods, Tool and Techniques* (Jaipur: Sunrise Publisher & Distribution, 2008). p.4

⁵ Jeremy Harmer, *How to Teach Writing*, (New York: Longman, 2004). p.39

education. English became one of the requirements subjects that should be passed from the last national examination. It proves that English is important to be learnt.

There are four skills that have to be mastered by the language learners in studying English. They are listening, speaking, reading, and writing skills.⁶ The four skills are useful in communication. They are used in written and oral form. By listening, they can speak and by reading they are able to write something. These skills are related to one another. It is appropriate with surah Al-Alaq 3rd – 4th verse:



Meaning: 3. “ Read: And the Lord is the most bounteous, 4. He who taught (the use of) the pen.”⁷

In the 4th verse means teaching by the pen, it means that the lord teaches us to write. Allah has asked us to read (letter) and write (letter). In other words, it is not only active receptive activity (reading), but also active productive activity (writing). In this case the writer only focuses on writing skill of English.

Writing is different from the other English's basic skills. In writing, writer does not face the reader directly. So, if there are mistakes or structural errors, the writer cannot overcome it with body language, face expression, or speak tone. These mistakes can result different understanding of meaning or information.

⁶ Sanggam Siahaan, *Op. Cit.* p.185

⁷ Abdullah Yusuf 'Ali, *The Holy Qur'an, Text and Translation*, (India: Milat Book Centre, 2006). p.240

Therefore, in order that information can be received by the reader, the writer must have good competency in writing.

According to Harmer, writing is always formed part of syllabus in the teaching of English.⁸ From the statement above, it is obvious that writing is important and useful part which we have to master. In the other hand, Brown also states that writing is a thinking process, written products are often the result of thinking, drafting, and revising procedure that require specialized skills, skills that not every speaker develops naturally and writing focuses students on how to generate ideas.⁹ It means that writing is more complex than other skills because in writing we have to express ideas in a good writing form. A good writing is a writing which fulfils five aspects of writing; they are content, organization, vocabulary, language and mechanics.¹⁰

Writing is the last basic language skill that is considered to be the most difficulties one. It is supported by Raimes, who states that there are many elements that should be considered and notice in producing a piece of writing, for example content, grammar, syntax, mechanics, organization and word choice.¹¹ It means that writing is not an easy skill, because it is not only transcribing language into written symbol, but also thinking process.

⁸ Jeremy Harmer, *Op. cit.*, 2004. p.31

⁹ H. Douglas Brown, *Teaching by Principle, An Interaction Approach to Language Pedagogy*, (Prentice Hall: New Jersey, 2000), p.335

¹⁰ Cristopher Tribble, *Language Teaching Writing* (New York: Oxford University Press, 1996), p.130

¹¹ Ann Raimes, *Teaching Writing Skill*, (Oxford: Oxford University Press, 1983), p.6

In doing preliminary research the writer got students' writing score at the eighth grade of SMPN 2 Jati Agung Lampung Selatan from the English teacher. The following table is the result of students' descriptive writing score.

Table 1
Students' Descriptive Text Writing Score at the Eighth Grade of SMPN 2 Jati Agung Lampung Selatan in the Academic Year of 2018/2019

No	Class	Students' writing score		Number of students
		< 72	≥ 72	
1.	VIII A	23	11	34
2.	VIII B	26	8	34
3.	VIII C	23	12	35
4.	VIII D	25	9	34
5.	VIII E	25	10	35
Total		122	50	172
Percentage		70.9%	29.1%	100%

Source: SMPN 2 Jati Agung Lampung Selatan

The Criteria of Minimum Mastery (KKM) of descriptive text writing in SMPN 2 Jati Agung Lampung Selatan is 72. From the table 1, it can be seen that 29.1% students got score of descriptive text more than KKM and 70.9% students got score of descriptive text less than KKM. It means that there were many students who were unable to pass the KKM. In the other words, the students of the eighth grade of SMPN 2 Jati Agung still have difficulties in mastering writing, especially in writing descriptive text.

By interviewing the English teacher, it was found that students' writing ability in descriptive text was still low, because the students have difficulties in

making descriptive text and combining sentences.¹² It is because the students have less comprehension in grammar and vocabulary. In addition, the writer interviewed some students from the eighth grade, it was found that the students got difficulty to express their ideas and they felt bored to learn writing because there was only a little variation strategy in teaching writing in the classroom.¹³ Based on the explanation above, the writer believed that the teacher should find and try the suitable way in learning English, especially in writing.

In writing learning process, the teacher must be able to teach writing well so the students know how to write well. The teacher can use some strategies in teaching writing. One of the strategies is Transition-Action-Detail (TAD) Strategy. Transition-Action-Detail strategy is a strategy to teaching writing used TAD (Transition Action Detail) chart which consists of columns and rows that shows a sequence of events. There are three columns that must be filled by participants, such as transitions column, actions column, and details column. Each column can be filled by several rows. After filling each row and column with sentence, students can develop the sentences that consist of transitions signal, sequence of events, and some details actions into a new descriptive text.¹⁴

¹² Librantika, (The teacher of SMPN 2 Jati Agung Lampung Selatan), *An Interviewed*. February 24th, 2018. Unpublished.

¹³ Eighth Grade Students of SMPN 2 Jati Agung Lampung Selatan, *An Interviewed*. February 26th, 2018. Unpublished.

¹⁴ Steve Peha, *The Writing Teacher's Strategy Guide, Teaching That Makes Sense*, (New York: Inc, 2003). p.38

Transition-Action-Detail strategy is effective to be implemented in teaching learning writing. It has been revealed by first previous research conducted by Wani about “The Influence of using Transition-Action-Detail (TAD) towards Students’ Procedure Text Writing Ability at the Second Semester of the Eleventh Grade of SMAN 1 Kota Agung in the Academic Year of 2015/2016.” It was found that teaching learning process ran well. Students were active, enthusiastic and interested in writing. The result of research showed that the TAD strategy can improve students’ achievement in writing procedure text.¹⁵ The differences between this first previous research and this research were the writer used different genre of the text, in the previous research was procedure text and in this research was descriptive text. The subject of the research was also different. In this research, the writer used eighth grade students but the previous research was the eleventh grade students.

The second previous research was conducted by Sutrianita about “The Influence of using Transition-Action-Detail Strategy towards Students’ Narrative Text Writing Ability at the First Semester of the Eighth Grade of SMPN 1 Ngambur Pesisir Barat in the Academic Year of 2016/2017”. The students who were taught by using Transition - Action - Detail (TAD) strategy have increased their writing ability. The result of her research is t-observed is higher than t-

¹⁵ Hasna Wani, *The Influence of using Transition-Action-Detail (TAD) towards Students’ Procedure Text Writing Ability at the Second Semester of the Eleventh Grade of SMAN 1 Kota Agung in the Academic Year of 2015/2016*. (Bandar Lampung: English Education, Tarbiyah and Teacher Training Faculty, State Institute of Islamic Studies Raden Intan Lampung, 2016). Unpublished.

critical ($3.1707 > 1.6759$). It means that there is a significant influence of using Transition Action Detail strategy towards students' narrative text writing ability.¹⁶ This previous research had been done at SMPN 1 Ngambur Pesisir Barat and she used Transition-Action-Detail strategy to teaching narrative text. Meanwhile, this research used Transition-Action-Detail strategy for teaching descriptive text at SMPN 2 Jati Agung Lampung Selatan.

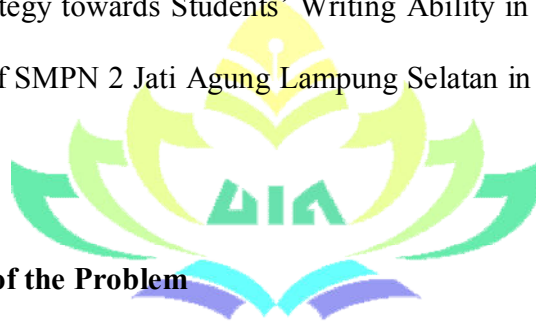
In addition, another research was done by Purwati about "Teaching Recount Writing by using TAD (Transition Action Details) Strategy to the Eighth Grade Students of SMPN 16 Palembang". This research was conducted at UIN Raden Fatah Palembang. From the Purwati's research, it was found that t -obtained (5.013) was higher than t -table (2.0639). It means that there was significant difference in writing achievement between the students who were taught by using TAD than those who were taught by using teacher's strategy. From the result of the test, it implies that TAD strategy could be used as an alternative strategy in teaching writing. In addition, the students' writing problems can be minimized by applying the TAD strategy.¹⁷ There are some differences between this research and Purwati's research. In her research, she

¹⁶ Mira Sutrianita, *The Influence of using Transition-Action-Detail Strategy towards Students' Narrative Text Writing Ability at the First Semester of the Eighth Grade of SMPN 1 Ngambur Pesisir Barat in the Academic Year of 2016/2017*. (Bandar Lampung: English Education, Tarbiyah and Teacher Training Faculty, State Institute of Islamic Studies Raden Intan Lampung, 2017). Unpublished.

¹⁷ Indah Purwati, *Teaching Recount Writing by using TAD (Transition Action Details) Strategy to the Eighth Grade Students of SMPN 16 Palembang*. (Palembang: UIN Raden Fatah Palembang, 2017). available on <http://jurnal.radenfatah.ac.id/index.php/edukasi/article/view/1514> Accessed on January 20th 2018.

wanted to know the process of teaching recount writing by using TAD (Transition Action Details) strategy. And in this research, the writer wanted to know the influence of using TAD (Transition Action Details) strategy for teaching descriptive text writing ability.

Based on the background of the problem above, the writer was interested in conducting a research entitled: The Influence of using TAD (Transition-Action-Detail) Strategy towards Students' Writing Ability in Descriptive Text at the Eighth Grade of SMPN 2 Jati Agung Lampung Selatan in the Academic Year of 2018/2019.



B. Identification of the Problem

The writer identified the problems of the research as follows:

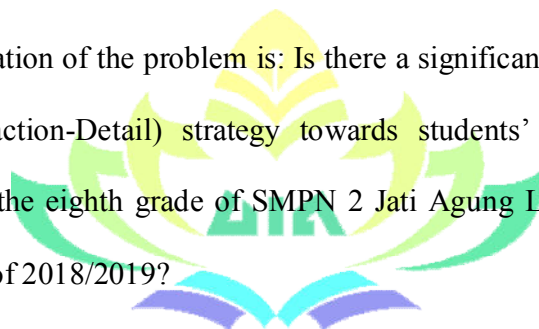
1. The students' writing ability in descriptive text was still low.
2. The students have difficulties in making descriptive text and combining sentences in form of simple present tense.
3. The students have difficulties to express their ideas in writing descriptive text.
4. The students feel bored in learning writing because there was only a little variation strategy in teaching writing in the classroom.

C. Limitation of the Problem

Based on the identification of the problem, the writer focused the research only on the influence of using TAD (Transition-action-Detail) strategy towards students' writing ability in descriptive text at the eighth grade of SMPN 2 Jati Agung Lampung Selatan in the academic year of 2018/2019.

D. Formulation of the Problem

The formulation of the problem is: Is there a significant influence of using TAD (Transition-action-Detail) strategy towards students' writing ability in descriptive text at the eighth grade of SMPN 2 Jati Agung Lampung Selatan in the academic year of 2018/2019?



E. Objective of the Research

The objective of the research is to know whether there is a significant influence of using TAD (Transition-action-Detail) strategy towards students' writing ability in descriptive text at the eighth grade of SMPN 2 Jati Agung Lampung Selatan in the academic year of 2018/2019.

F. Use of the Research

The use of the research is as follows:

1. To give motivation to the students in learning English especially in writing.

2. To give information to English teacher of SMPN 2 Jati Agung about the influence of using TAD (Transition-action-Detail) strategy towards students' writing ability in descriptive text at the eighth grade of SMPN 2 Jati Agung Lampung Selatan in the academic year of 2018/2019.

G. Scope of the Research

The scopes of this research are:

1. The subject of the research

The subject of the research was the eighth grade students of SMPN 2 Jati Agung Lampung Selatan in the academic year of 2018/2019.

2. The object of the research

The object of the research was the use of TAD (Transition-action-Detail) strategy and students' writing ability in descriptive text.

3. The place of the research

The place of the research was conducted at SMPN 2 Jati Agung Lampung Selatan.

4. Time of the research

The time of the research was conducted at the first semester in the academic year of 2018/2019.

CHAPTER II

FRAME OF THEORY, FRAME OF THINKING, AND HYPOTHESIS

A. FRAME OF THEORIES

1. Concept of Teaching English as a Foreign Language

English as a foreign language is generally taken to apply the students who are studying general English at the schools and institutes in their own country or as transitory visitors in a target language country.¹⁸ It means that the purposes of teaching English as foreign language is to create a situation that the students can be used English as a means of communication. The students should be put into situation that they can use English for communication both oral and written.

Setiyadi states that, English is really foreign language for language learner in Indonesia, because English is only taught at school and people do not speaks the languages in society.¹⁹ It means that English is one of popular international language that is used by many people around the world. People used it to communicate or to interact with other people in doing their daily activity life. English must be taught to enables the students to compete in global era.

¹⁸ Jeremy Harmer, *The Practice of English Language Teaching*, (London: Longman Group UK Limited, 3rd Edition, 1991). p.39

¹⁹ Ag Bambang Setiyadi, *Teaching English as a Foreign Language*, (Yogyakarta: Graha Ilmu, 2006). p.22

In teaching English as foreign language, the teachers should be able to manage the classroom well. The teacher should be creative and manage the classroom with interesting strategy. Brown states that teaching is guiding and facilitating learning, enabling learner to learn, setting the condition for learning.²⁰ It means that teacher should have a creative strategy to make the students feel comfort and interest in studying subject, so the students will focus on learning process.

From the explanation above, it can be concluded that teaching English as a foreign language is the process for helping the students to learn English which is neither the language that he uses as his mother tongue, nor the second language which he uses in his daily life for communication that influenced by ideas on the nature of English and the learning condition. In teaching English as a foreign language, the teacher should be creative to interest the students in learning English as a foreign language.

2. Concept of Writing

Writing is one of the four skills in learning foreign language beside listening, speaking and reading. According to Siahaan, the written productive language skill is called writing. It is the skill of a writer to communicate information to a reader or group of readers. His skill is also realized by his ability

²⁰ H. Douglas Brown, *Teaching Principle of Language Learning and Teaching* (4th Edition), (Addison Wesley Longman: Pearson Education Company, 2000). p.7

to apply the rules of the language he is writing to transfer the information he has in his mind to his readers effectively.²¹

According to Heaton, writing is a means of communication which the writer uses the language to express his or her ideas, thought and feeling.²² It means that writing is an activity where the people express their ideas and thought in written form.

Further, the writing is complex and sometimes difficult to teach requiring mastery not only of grammatical rhetorical devices but also of conceptual and judgemental elements.²³ It means that writing is not really easy to be done because must be consider not only of grammatical but also the elements of writing.

In the other hand, Nunan states that writing is the process of thinking to invent ideas, thinking about how to express into good writing, and arranging the ideas into statement and paragraph clearly²⁴. It means that writing is a process which someone express their idea on paper in written text and in writing activity people have already been what are going to say and how to express their idea. When writing, we should understand and know what the idea that will be expressed in our writing.

²¹ Sanggam Siahaan, *The English Paragraph*, (Graha Ilmu: Pematang Siantar 2007). p.2

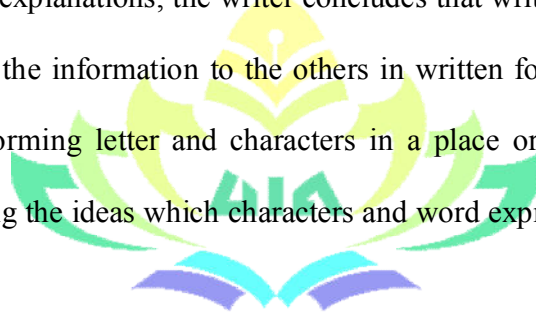
²² J.B Heaton, *Writing English Language Test*, (New York: Longman, 1988), p.135

²³ *Ibid.*,

²⁴ Caroline Linse and David Nunan, *Practical English Language Teaching*, (New York: McGraw-Hill, 2003), p.88

Writing is a combination of process and product. The process refers to the act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to readers.²⁵ Harmer states, that writing is frequently useful as preparation for some other activity, in particular when students write sentences as a preamble to discussion activities²⁶. It means that writing is an activity, which is the student can do to think their idea.

From these explanations, the writer concludes that writing is an activity to express or transfer the information to the others in written form. Writing is also the act or art of forming letter and characters in a place or something for the purpose of recording the ideas which characters and word express communicating to others.



3. Concept of Writing Process

In practicing writing the students have to follow the steps to make their writing more effective and they shall follow the process writing in order theirs writing well. According to Harmer, writing process is the stages a writer goes through in order to produce something in its final written form. This process may, of course be affected by the content (subject matter) of the writing, the type of writing (shopping, lists, letter, essay, report, or novel), and the medium it is

²⁵ *Ibid.*, p.98

²⁶ Jeremy Harmer, *How to Teach Writing*, (Longman: Pearson, 2004). p. 33

written in (pen and paper, computer word files, live chat, etc.).²⁷ It means that when we first write something down, we have already thinking about what we are going to say and how we are going to say it. It can be concluded that writing is never a one step action, or in the other words it is a process that has several steps. Harmer states that the writing process of divided into four stages. They are:

a. Planning

Experienced writers plan what they are going to write. Before starting to write or type, they try and decide what it is they are going to say. For some writers this is may involve making detail notes. When planning, writers have to think about three main issues. In the first place, they have to consider the purpose of their writing, the audience they are writing for, and the content structure of the piece.

b. Drafting

We can refer to the first version of piece of writing as a draft. This first 'go' at the text is often done on assumption that it will be amended later. As the writing process into editing, a number of a draft may be produced on the way the final version.

²⁷ Jeremy Harmer, *Op. Cit.* p.4

c. Editing (reflecting and revising)

Once writer has produced a draft, usually they read the text to know whether there is something that must be added and removed or not. After that, editing is essential part of preparing a piece of writing for public reading or publication.

d. Final version

Once writers have edited their draft, making the changes they consider to be necessary, they produce their final version. The writer is now ready to send the written text to its intended audience.²⁸

From the theories above, it can be concluded that writing process is a process of thinking to express or transfer the information to the others in written form. Then, writing process is an activity to produce a well-organized written language which needs some steps or process.

4. Component of Writing Ability

Writing ability is the skill of a writer to communicate information to a reader or group of readers.²⁹ It means that writing is the writer's skill to give the information to the readers in a written form. In writing, there are five aspects which have to fulfill. The five aspects of writing are as the criteria of a good writing such as content, organization, vocabulary, language use and mechanics.

²⁸ *Ibid.*, pp.4-5

²⁹ Sanggam Siahaan, *Issues in Linguistics*, (Yogyakarta: Graha Ilmu, 2008), p.2

According to Tribble the scoring system for evaluating students' writing as follows:

- 1) Content (the ability to think creatively and develop thoughts).
- 2) Organization (the ability to write in appropriate manner)
- 3) Vocabulary (the ability to use of word or idiom)
- 4) Language Use (the ability to write in appropriate structure)
- 5) Mechanics (the ability to use punctuation, capitalization, spelling and layout correctly).³⁰

Writing ability is one of the most important skills that must be master. If we are able to write well, it means we are able to communicate effectively. The reader can get the information from the writer about something explain through writing.

From the statements above, the writer concludes that writing ability is an ability to communicate or express idea and thoughts on written form which fulfills five aspects of writing including, content, organization, vocabulary, language use and mechanics effectively.

³⁰ Cristopher Tribble, *Language Teaching Writing*, (New York: Oxford University Press, 1996), p.130

5. Concept of Teaching Writing

Writing has become a valuable tool in the school classroom for engaging students in thinking, showing understanding, creating, communicating and learning.³¹ Further, Harmer said that by far the most important reason for teaching writing, of course is that a basic language skill.³² It means that writing is very important because it is one of basic language skill.

In teaching writing, the teacher has important roles to help students to express their idea, opinion, and their feeling in written form by letting and guiding the students. Moreover, when teacher uses writing to reinforce and extend teaching in the content areas, they can support their students throughout the process by intentionally scaffolding their instruction so that students are given an opportunity to make sense of the content in intellectually challenging ways.³³ It means that the teacher has important roles to guide students in writing activity to expand their knowledge, and then the teacher has to support their students in teaching writing process. To teach writing, teacher can choose one of the types writing class performance, which is the best one that can being applied in her/his class.

³¹ Jim Burke, *Writing Across the Curriculum*, (Carolina: Public Schools of North Carolina, 2012). p.2

³² Jeremy Harmer, *How to Teach English*, (Edinburgh Gate: Pearson Longman, 2004). p.49

³³ Jim Burke, *Op. Cit*, p.9

Another way to model writing is to have students analyze the characteristic of a particular genre of writing.³⁴ It means an English teacher must guide the students in writing, in which the material presented are relevant for necessity of the students. In this case, the writer used descriptive text as a material for the students.

Based on the description above, it can be concluded that teaching writing becomes as a part of writing activity in the classroom. Teaching writing can help students to think creatively for their writing, because writing is not spontaneous activity and more carefully to write something. Then, teachers also hold the most important role for giving support and guiding the students in the teaching writing process to make the writing more effective.

6. Concept of Text

A text is meaningful linguistic unit in a context. A text is both of spoken text and a written text. A written text is any meaning spoken text. It can be a word or a phrase or a sentence or a discourse.³⁵ It means that a text is a number of words to give a message to somebody in written or spoken.

Text have a structures, they are orderly grammatical of words, clauses and sentences, and by following grammatical rules writers can encode a full semantic

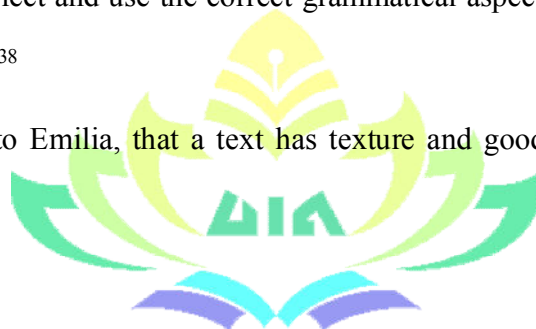
³⁴ *Ibid.*, p.9

³⁵ Sanggam Siahaan, *Generic Text Structure*, (Yogyakarta: Graha Ilmu, 2008), p.1

representation of their intended meanings.³⁶ Further, language is always produced, exchanged or received as a text that is language as a system of communication is organized as cohesive units we call texts.³⁷ It means that text is used as a communication to the others by following grammatical rules in written form.

The text structure is how to produce and interpret a unified and coherence texts and how to select and use the correct grammatical aspects as certain unified and coherence text.³⁸

According to Emilia, that a text has texture and good characteristics, as follow:



a. Coherence

Coherence refers to a group clauses or sentences related with the context. Coherence divided into situational coherence and generic coherence. Situational coherence is the reader can identify the text as one of the kind text, such as recount, procedure, narrative, exposition, discussion, descriptive and can identify the structure in the text.

³⁶ Ken Hyland, *Teaching and Researching Writing* (2nd Edition), (Edinburgh Gate: Pearson, 2009), p.8

³⁷ Peter Knapp and Megan Watkins, *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing*, (Sydney: University of New South Wales Press Ltd, 2005), p.29

³⁸ Sanggam Siahaan and Kisno Shinoda, *Generic Text Structure*, (Yogyakarta: Graha Ilmu, 2008), p.3

b. Cohesion

Cohesion refers to how the writer relates each part of the text.³⁹

From these explanations, it can be concluded that a good text is a text that relates with the theme, use correct grammatical and generic structure appropriate with the text, and can be understood by the reader.

7. Text Types in English

Anderson and Anderson state that there are two main categories of text, they are literary and factual. The literary are narrative, poetry and drama; the factual are recount, response, explanation, discussion, exposition and procedure.⁴⁰ It means that the pieces of writing are classified in based relation to the writer's intention to form a writing and leadership.

Gerot and Wignell classified the genre of the text into thirteen types, they are:

1. Spoof

Spoof is a text to retell an event with a humorous twist.

2. Recount

Recount is a text to retell events for the purpose of informing or entertaining.

³⁹ Emi Emilia, *Pendekatan Genre-Based dalam Pengajaran Bahasa Inggris: Petunjuk Untuk Guru*, (Bandung: Rizqi, 2011), p.8

⁴⁰ Mark Anderson and Kathy Anderson, *Text Type in English*, (South Yara: MacMillan Education, 1997), p.2

3. Report

Report is a text to describe the way things are with reference to a range of natural, man-made and social phenomena in our environment.

4. Analytical Exposition

Analytical exposition is a text to persuade the reader or listener that something in the case.

5. News item

News item is a text to inform readers, listener or viewer about events of the day which are considered newsworthy or important.

6. Anecdote

Anecdote is a text to share with other an account of an unusual or amusing incident.

7. Narrative

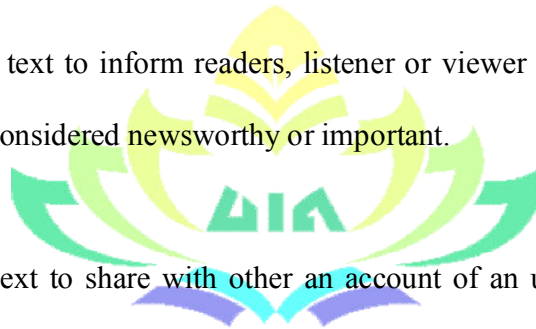
Narrative is a text to amuse, entertain and to deal with actual or vicarious experience in different ways.

8. Procedure

Procedure is a text to describe how something is accomplished through a sequence of actions or steps.

9. Description

Description text is a text to describe a particular person, place or thing.



10. Hortatory Exposition

Hortatory exposition text is a text to persuade the reader or listener that something should not be the case.

11. Explanation

Explanation text is text to explain the processes involved in the formation or workings of natural or socio-cultural phenomena.

12. Discussion

Discussion text is a text to present (at least) two points of view about an issue.

13. Reviews

Reviews are a text to critique an art work or event for public audience.⁴¹

Based on the definitions above, the writer concludes that there are many kinds of text in teaching writing for students of junior high school and each student must be able to understand the generic structure and language features of the text. In this research the writer only focus on descriptive text as the form of writing that will be investigated.

8. Concept of Descriptive Text

a) The Definition of Descriptive Text

Descriptive text is a kind of text with a purpose to give information.

Descriptive text is a text to describe a particular person, place, animal or thing.⁴²

⁴¹Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar*, (Australia: Educational Enterprises Publishing, 1994), pp.192-220.

According to Gerot and Wignell, descriptive text is a text that has purpose to describe a particular person, place or thing.⁴³ Based on the definitions, description is about sensory experience-how something looks, sounds and tastes. Mostly it is about visual experience, but description also deals with other kinds of perception.⁴⁴ It means that descriptive text is giving particular information to the readers by describing an object. The purpose of descriptive text is to describe and reveal a particular person, place, animal or thing in details to the reader. The writer can show to the reader through this text about physical appearance of something clearly.

Based on these definitions, it can be concluded that descriptive text is a kind of text that describes an object such as person, place, animals or thing in details with a purpose to give information to the readers.

b) Generic Structure of Descriptive Text

The generic structure is a part of the text as a complete each of part the text. Generic structure of descriptive text is identification and description. According to Gerot and Wignell, the generic structures of descriptive text are identification and description.⁴⁵

⁴² Otong Setiawan Djuharie, Genre, *Ragam Teks dan Peruntukannya*, (Bandung: Graha Ilmu, 2009), p.15

⁴³ Linda Gerot and Peter Wignell, *Op. Cit.*, p.208

⁴⁴ Thomas S. Kane, *The Oxford Essential Guide to Writing*, (New York: Barkley Books, 2000), p.351

⁴⁵ Linda Gerot and Peter Wignell, *Loc. Cit.*

The generic of descriptive text as follows:

1. Identification is identifying phenomenon to be described.
2. Description is describing parts, qualities, and characteristics.

Based on the explanation above, the writer concludes that descriptive text has two essential parts, namely the generic structure which consists of identification and description.

c) Grammatical Features of Descriptive Text

The descriptive text has grammatical features that have function to improve student's knowledge, they are:

1. Focus on specific participants.
2. Uses of attributive and identifying process.

Use of attributive is the use of noun and pronoun (e.g. house → it).

Identifying process is used to assign the general phenomenon (e.g. Indonesia is a Maritim country in Asia).

3. Frequent use of ephitets and classifiers in nominal groups is ephitet use and functional grammar.
4. Use of simple present tense.⁴⁶

⁴⁶ *Ibid.*,

d) Example of Descriptive Text

Descriptive text writing is a text that explains which has the specific function about an object, a place, human or non-human. It describes the physical and non-physical features of the objects. For example, if we want to describe a person we can include his/her physical description such as tall, big, slim, etc. besides, we can also describe the person's feeling at the time. Moreover, we can also describe about a place, an animal or things. Here is an example of descriptive text:

My Small House	
Identification	I live in a small house. It has five rooms such as two bedrooms, a living room, a bathroom and a kitchen. Indeed it is a small house, but I like living in here for wasting my spare time.
Description	When the door is open, I can see the living room. It is so small with only three chairs and a table, nothing else. I prefer reading a novel in this room. My bedroom is in the left side of the living room. In this room, there is a night table next to the bed, a TV, a radio and a computer. When being bored of reading, I usually play online games, chat with my friends via Facebook and so on.
	Next to my bedroom is my mother's. I do not know what is inside because I never come in to see it. In the right side of my living room, there is the kitchen. In the kitchen, I have everything I need when I get hungry. It is very pleasure when my mother cook, the smell fills my whole house. I know it is very small house, but it is the best place I have never seen.
Source: https://www.englishindo.com/2018/01/koleksi-contoh-descriptive-text-singkat.html	

Figure 1
Example of Descriptive text

9. Concept of Descriptive Text Writing Ability

The written productive skill is called writing.⁴⁷ It is the skill of a writer to communicate information to a reader or group of readers. It means that writing is one of language skill which is used to express the ideas, to share information to other readers through written form. The one type of writing is descriptive text. Descriptive text is type of the text to describe a particular person, place or thing.⁴⁸

According to Kane, description is about sensory experience-how something looks, sounds, and tastes. Mostly it is about visual experience, but description also deals with other kinds of perception.⁴⁹ Moreover, the generic structures of a descriptive text are identification and description.⁵⁰ Identification explains about the topic or identifying about what or who want to be described and descriptions. It explains about details of the topic: describing parts, qualities and characteristics. Description occurs about the explanation about something. It can be concluded that descriptive text is a text that describe a subject or object in details whose generic structure consist of identification and description to give information to the reader in written form.

In writing, the writer must give writing clearly, so it can be understood by the reader. The ability of writing must be considered to get a good writing.

⁴⁷ Sanggam Siahaan, *Loc. Cit.*

⁴⁸ Otong Setiawan Djuharie, *Op. Cit.*, p.15

⁴⁹ Thomas S. Kane, *Loc. Cit.*

⁵⁰ Linda Gerot and Peter Wignell, *Loc. Cit.*

According to Tribble, there are five components of writing include content, organization, vocabulary, language use and mechanics.⁵¹ It means that in writing has component that must be mastered by the writer to get a good writing. In descriptive text writing ability, the writer expresses the idea or topic of the text not only to keep attention about generic structure and grammatical features of descriptive text, but the writer also has to keep attention about five aspects of writing that will be the assessment of writing.

Based on the theory above, the writer concludes that descriptive text writing ability is the students' ability to describe or express ideas about a specific object in details in written form whose generic structure consists of identification and description to give information to the readers which fulfills the criteria of a good writing including content, organization, vocabulary, language use and mechanics.

10. Concept of TAD (Transition-Action-Detail) Strategy

a. Definition of Strategy

The word strategy in Oxford advanced Learner's Dictionary of Current English can be defined as:

- 1) General plan of action.
- 2) (Skill in) planning and managing, especially armies in war.⁵²

⁵¹ Christopher Tribble, *Loc.Cit.*

⁵² AS Hornby, *Oxford Learners Pocket Dictionary*, (New York: Oxford University Press, 1995). p.1475

Moreover Iskandar Wassid and Dadang Sunendar state that strategy is from the word Greek “strategia” which means the art of war or war captain. Based on this definition, strategy is a plan to operate in war like the step to manage a position or way to war. Strategy also can be defined as a skill to manage an event. In general seldom is stated that strategy is a technique that is used to get a purpose.⁵³

From the statements above, the writer concludes that strategy is a learning activity that should be done by the teacher or students in order that the aim of learning can be effectively and successfully achieved.

b. Definition of TAD (Transition-Action-Detail) Strategy

Transition-Action-Detail (TAD) strategy is a strategy to teaching writing used Transition-Action-Detail (TAD) chart which consist of columns and rows that shows a sequence of events. There are three columns that must be filled by the participants, such as transition column, action column, and detail column. Each column can be filled by several rows. After filling each row and column with sentences, the students can develop the sentences that consist of transitional signal, sequence of events, and some details actions into a new descriptive text.⁵⁴ Transition-Action-Detail (TAD) strategy helps the students to make a story by

⁵³ Iskandar Wassid and Dadang Sunendar, *Strategi Pembelajaran Bahasa*, (Bandung: PT Remaja Rosda Karya, 2008). p.2

⁵⁴ Steve Peha, *The Writing Teacher's Strategy Guide, Teaching That Make Sense*, (New York: Inc, 2003), p.38

dividing the sequences of event of the story they want to write. In addition, Transition-Action-Detail (TAD) strategy is the best strategy to convey information in a particular order.⁵⁵ It means that Transition-Action-Detail (TAD) strategy can help the writer to deliver the information to the reader in a better way.

According to Peha, to achieve the purpose in writing process there are three structures in Transition-Action-Detail (TAD) strategy:

1. Transition

To make a text be coherence, it needs a transition. Transition is used to make the reader can understand the content of the text easier. Peha states that transition is short phrase like “Then” or “After that a while” or “In the beginning” that helps to introduce each new action in these sequences. We do not have to a transition for each action, but transition can help our writing flow more smoothly from section to section. It means that transition can be a connector which connects one sentence into another sentence.

2. Action

Peha states that action is actual events (the things that happened) listed in order in which they occurred. So, in this sequence the writer need the event to

⁵⁵ Christian D. Manurung, *Improving Students' Achievement in Writing Recount Text by Using Transition-Action-Detail (TAD) Strategy*, <http://www.google.co.id/url?Fjurnal> (Accessed on January 30th, 2018)

describe the action in order to know what happen is. It can be concluded that action is the process event which is done by the people based on their sequences of events.

3. Detail

Detail is additional information about each action. For each action, your audience will probably have two or three important questions you need to answer. These actions are your details. It means that detail is the way to support information of an action is one or several sentences to be completed. Without details, it is hard for the readers to know exactly what the writer is trying to say. It is way detail is important point in writing.⁵⁶

In making descriptive text by using TAD strategy, we need a TAD chart. This is the example of the chart in figure 2.⁵⁷

TRANSITION	ACTION	DETAIL
(Introduce the action)	(Describe what happened)	(Answer audience questions)

Source: Steve Peha, *"The Writing Teacher's Strategy Guide, Teaching That Make Sense"*, (New York: Inc, 2003

⁵⁶ Steve Peha, *Loc. Cit*

⁵⁷ *Ibid.*,

Figure 2
TAD Chart

Here, is an example of descriptive text in TAD chart: ⁵⁸

Transition (introduce the action)	Action (described what happened)	Detail (answer audience question)
Behind my home,	There is a large piece of land that is surrounded by banana trees growing in wild disorder.	<ul style="list-style-type: none"> • Crowds of banana trees grow freely everywhere. • Their green leaves are so thick that sunlight cannot pass through.
Underneath the trees,	The ground is so moist that wild mushrooms and plants grow there all year around.	<ul style="list-style-type: none"> • In the center is a wild ties where the children of my village often fly kites.
Every evening, just before sunset,	Some birds arrive to look for a place to rest their tired wings.	<ul style="list-style-type: none"> • They want to land in the dark banana garden but the banana leaves are too wide to be made into nests. • The birds cry out and then fly away, seeking a better place to nest.
During the rainy season,	It rains for days and days, and the banana leaves become glossy and slick.	<ul style="list-style-type: none"> • The rain also makes the banana garden produce a very strange melody. • The rain makes the banana tress become wet and moist.

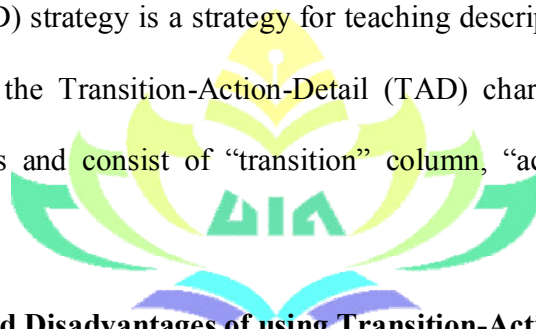
Figure 3
Example of Transition-Action-Detail

When filling out the Transition-Action-Detail chart, start in the “action” column first. Fill in the first box with the first thing that happens. Then go to the last “details” column, add a couple of details for each action. Finally, come up

⁵⁸ Alice Oshima and Ann Hogue, *Introduction to Academic Writing*, (New York: Longman, 3rd Ed, 2007). p.134

with simple phrases in the “transition” column that introduced each action.⁵⁹ It means that this Transition-Action-Detail (TAD) Strategy can be used for the students to write descriptive text by concerning the three basic structures such as transition, action, detail. Furthermore, through this strategy can engage students’ imagination or experiences to make easier to write descriptive text.

From these explanations, the writer makes the conclusion that Transition-Action-Detail (TAD) strategy is a strategy for teaching descriptive text by asking the student to fill the Transition-Action-Detail (TAD) chart which shows the sequence of events and consist of “transition” column, “action” column, and “details” column.



11. Advantages and Disadvantages of using Transition-Action-Detail Strategy

There are some advantages and disadvantages of using TAD in teaching descriptive text writing.

a. Advantages of Using Transition-Action-Detail Strategy

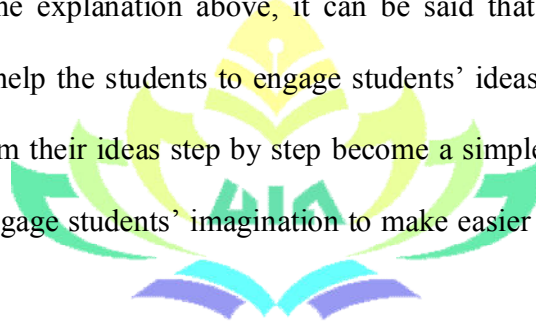
There are some advantages of using Transition-Action-Detail strategy, namely:

1. TAD strategy is easy to do and efficiently help the students to clear their writing, step by step.

⁵⁹ Steve Peha, *Op. Cit.*, p.38

2. TAD strategy can engage the students' imagination to express their ideas in written form easier.
3. TAD strategy can have chances to work together and involves in a small discussion.
4. TAD strategy helps students to construct and build own ideas become a simple text.⁶⁰

Based on the explanation above, it can be said that Transition-Action-Detail (TAD) can help the students to engage students' ideas easier to construct descriptive text from their ideas step by step become a simple text. Furthermore, this strategy can engage students' imagination to make easier to write descriptive text.



b. Disadvantages of Using Transition-Action-Detail Strategy

There are some disadvantages of using Transition-Action-Detail strategy, namely:

1. TAD strategy only supports a simple text.
2. TAD strategy make students spend most their time for doing the stages.⁶¹

Based on the explanation above, this strategy only supports a simple text and needs a long time to do it. So, to solve the problem the teacher should prepare

⁶⁰ *Ibid.*,

⁶¹ *Ibid.*,

the material based on the students' need and use the time effectively and efficiently. Therefore, it can be seen that teaching descriptive text by using Transition-Action-Detail (TAD) strategy has more advantages than disadvantages. That is why the writer believes that TAD strategy can be used to teaching descriptive text, because it is easy to do and efficiently helps the students to clearing their activities step by step.

From these explanations, it can be concluded that Transition-Action-Detail (TAD) strategy can be used for the students to write descriptive text by concerning the three basic structures such as transition, action and detail. Furthermore, through this strategy can engage students' imagination or experience to make easier to write descriptive text.

12. The Procedure of Teaching Descriptive Text Writing through Transition-Action-Detail (TAD) Strategy

The writer used the procedure of teaching writing through Transition-Action-Detail (TAD) strategy as follows:

1. The teacher explains about Transition-Action-Detail (TAD) strategy.
2. The teacher gives the topic about descriptive text.
3. The teacher asks the students to describe the topic used Transition-Action-Detail (TAD) strategy.

4. The first, the students fill the action column to describe the things that happen or what to be described (Action). Then, go to the last detail column, the students write any information in details to support the “action” column (Detail). Finally, come up with simple phrase in the transition column that introduces each action (Transition).
5. The teacher asks the students to rewrite their descriptive text into paragraphs.
6. The students submit their work.⁶²

13. Concept of Expository Strategy

a. Definition of Expository Strategy

Expository strategy is one of learning strategy is used in the classroom, where the teacher focus to explain the material, in other words the teacher is talkative.⁶³ Further, expository strategy is one of learning strategy that emphasizes to order material through oral from the teacher to the students.⁶⁴ It means that expository strategy as one-way communication, it also describes that the students’ ability has limited knowledge because the students just focus on the teacher explanation.

According to Astuti, expository teaching strategy is a strategy of learning that suppress the verbal process of delivering material from the teacher to a group

⁶² *Ibid.*,

⁶³ Sofyana Hanani, *Penerapan Strategi Pembelajaran Expository*, (Semarang: Program Studi Pendidikan IKIP Veteran, 2005). Available on <http://e-journal.ikip-veteran.ac.id/index.php>. Accessed on March 8th 2018.

⁶⁴ Wina Sanjaya, *Strategi Pembelajaran: Berorientasi Standar Proses Pendidikan*, (Jakarta: Kencana Prenada Media Group, 2006), p.179

of student with the intention that students can master the subject matter is optimal.⁶⁵ It means that expository is a kind of teaching strategy that can be used by the teacher orally to explain the material to the students in order to make the students master the material.

From the explanation above, it can be concluded that expository strategy is the strategy to teach the students which only focus to the teacher's explanation directly and the students is not active.

b. Procedure of Teaching Descriptive Text Writing through Expository Strategy

The procedure of teaching descriptive text writing through expository strategy, as follows:

- 1) The teacher prepares the material that related with descriptive text for the students.
- 2) The teacher presents the material about descriptive text and gives an example of descriptive text for the students.
- 3) The teacher explains about descriptive text with the generic structure.
- 4) The teacher asks the students to make descriptive text about place, animal, person or things based on the text they read.
- 5) The teacher gives conclusion in the end of material.⁶⁶

⁶⁵ Novita Fuji Astuti, *Efektivitas Model Pembelajaran Expository Hasil Belajar Siswa Pokok Bahasan Ayat Jurnal Penyesuaian*, (Pontianak: Universitas Tanjung Pura, 2010), available on <http://jurnal.untan.ac.id/index.php/jpdpb/article/view/3137>. Accessed on March 10th, 2018.

⁶⁶ Sofyana Hanani, *Op.Cit.*, p.60

Based on these explanations, it can be concluded that the procedure of teaching descriptive text writing through expository strategy start from the teacher prepares until the teacher closes the material.

c. Advantages and Disadvantages of using Expository Strategy

There are some advantages and disadvantages of using expository strategy, as follows:

1. Advantages of using Expository Strategy

- a. Through this strategy the teacher can control the material and this strategy can be used of the total students, in another word in the large class.
- b. Through this strategy the students can hear through speech from the teacher then look the demonstration about the material.
- c. This strategy is effective if the subject matter given to the students were wide enough, while the time to learn is limited.⁶⁷

From the explanation above, it can be concluded that the expository strategy has strength for the students, by using this strategy the students will be more focus on teacher's explanation.

⁶⁷ Wina Sanjaya, *Op. Cit.*, p.191

2. Disadvantages of using Expository Strategy

- a. This strategy only can be done for students that have good listening ability and give good attention. For the students do not have good listening ability, need another strategy.
- b. Because this strategy is given by talkative teacher, so it is difficult to increase students' ability in socialization, interpersonal related and critical think ability.
- c. This strategy happen in one-way communication, then the opportunity for controlling the students to understand about the material is limited. Besides that, the one-way communication can cause the students' knowledge is narrow about what their teacher given.⁶⁸

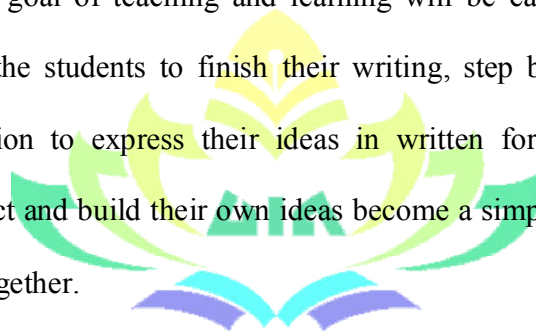
Based on these explanations, it can be said that the expository strategy has weaknesses to be used in the writing classroom. To solve the problems, the teacher needs to explain the material slowly and clearly, and the teacher should make the teaching and learning process enjoyable by giving opportunity to the students become active.

B. FRAME OF THINKING

Because writing is a difficult skill, we need a strategy which can be used to teach writing in order the students can make a writing text easier. One strategy

⁶⁸ *Ibid.*,

that can be used is Transition-Action-Detail (TAD) Strategy. This strategy can be used to teach writing, especially descriptive text writing. This strategy can be used to increase students' writing ability in descriptive text. In this strategy the students will learn how to produce a descriptive text correctly step by step by filling the chart of Transition-Action-Detail (TAD). By using strategy in teaching and learning writing, the process of teaching and learning will be fun and enjoyable, and the goal of teaching and learning will be easier achieved. This strategy can help the students to finish their writing, step by step, engage the students' imagination to express their ideas in written form easier, help the students to construct and build their own ideas become a simple text and help the students to work together.



From this explanation, the writer concludes that the classroom writing activities through Transition-Action-Detail (TAD) strategy can be used to develop students' idea in writing, especially in descriptive text. Hopefully, this strategy can help the students to make descriptive text easier.

C. HYPOTHESIS

Based on the theories and frame of thinking, the writer makes the hypotheses as follows:

H_a : There is a significant influence of using TAD (Transition-Action-Detail) strategy towards students' writing ability in descriptive text at

the eighth grade of SMPN 2 Jati Agung Lampung Selatan in the academic year of 2018/2019.

H₀ : There is no significant influence of using TAD (Transition-Action-Detail) strategy towards students' writing ability in descriptive text at the eighth grade of SMPN 2 Jati Agung Lampung Selatan in the academic year of 2018/2019.



CHAPTER III RESEARCH METHODOLOGY

A. Research Design

In this research the writer used experimental design. Experimental is the general plan for carrying out a study with an active independent variable. The design is important because it determines the study's internal validity, which is the ability to reach valid conclusion about the effect of the experimental treatment on the dependent variable.⁶⁹

In experimental design the writer used quasi-experimental design. Quasi-experiments include assignment, but not random assignment of participants to groups. This is because the experimenter cannot artificially create groups for the experiment.⁷⁰ It is more efficient if the writer uses quasi-experimental design because, it is not random participants. Further, the varieties of quasi-experimental designs, which can be divided into two main categories, there are pre- and posttest, posttest only.⁷¹ It is describes that quasi-experimental design do not have random assignment, then quasi-experimental divided into categories pre-test and post-test, post-test only. Then the writer selected two classes, first class as a control class and second class as an experimental class. The research design can be presented as follows:

⁶⁹Donald Ary, Cheser Jacobs, and Chris Sorensen, *Introduction to Research in Education 8th edition*, (Wadsworth: Nelson Education, 8th Edition, 2010), p.301

⁷⁰ John W. Creswell, *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research* (4th Ed), (Boston: Pearson Education, 2012). P.309

⁷¹ *Ibid.*, p.310

G ₁	=	T ₁	O	T ₂
G ₂	=	T ₁	X	T ₂

Notes:

- G₁ : Group one (Control Class)
 G₂ : Group two (Experimental Class)
 T₁ : Pre-test
 T₂ : Post-test
 O : Treatment by using Expository Strategy
 X : Treatment by using TAD Strategy

In this research, the students gave the pre-test to know their writing ability in descriptive text before treatment and post-test after the treatment by using Transition-Action-Detail (TAD) strategy. The pre-test and post-test conducted for control class and experimental class. In the control class, the treatment used expository strategy that was usually used by the teacher in teaching and learning process. In the experimental class, the writer used Transition-Action-Detail (TAD) strategy as the experimental treatment.

B. Variable of the Research

Variable is a characteristic of people group that the attitude or the environment which has a variation between one person to another.⁷² There are

⁷² Ag. Bambang Setiyadi, *Metode Penelitian Untuk Pengajaran Bahasa Asing: Pendekatan Kuantitatif dan Kualitatif* (1st Edition), (Yogyakarta: Graha Ilmu, 2006), p.101

two variables of this research they were independent variable and dependent variable.

1. Independent variable

The independent variable in this research was Transition-Action-Detail (TAD) strategy that is symbolized by (X).

2. Dependent Variable

The dependent variable in this research was the students' writing ability in descriptive text that is symbolized by (Y).

C. Operational Definition of Variable

The operational definition of variable is used to describe the characteristic of the variable investigated by the writer as follows:

1. Independent Variable (X)

Transition-Action-Detail (TAD) strategy is a kind of writing strategy that use transition-action-detail chart which consist of column and rows that shows a sequence of event. There are three columns that must be filled by the students, such as transition column, action column, and detail column, and each column can be filled by several rows.

2. Dependent Variable (Y)

Descriptive text writing ability is the students' ability to describe or express ideas and thoughts in written form about a specific object such as person,

animal, place or thing in details in which generic structure consist of identification and description to give information to the readers which fulfills the criteria of a good writing including content, organization, vocabulary, language use and mechanics.

D. Population, Sample and Sampling Technique

1. Population

Population is a group of individuals who have the same characteristics.⁷³

A group of individuals (a group of organization) with some common defining characteristic that the writer can identify and study is called target population.⁷⁴

Population of this research was all the students of the eighth grade of SMPN 2 Jati Agung Lampung Selatan in the academic year of 2018/2019. The total number of population in this research is 172 students consist of 5 classes.

Table 2
The Population of the Eighth Grade of SMPN 2 Jati Agung Lampung Selatan in the Academic Year of 2018/2019

No.	Classes	Gender		Number of Students
		Male	Female	
1.	VIII A	10	24	34
2.	VIII B	11	23	34
3.	VIII C	17	18	35
4.	VIII D	24	10	34
5.	VIII E	26	9	35
Total		88	84	172

⁷³ John W. Cresswell, *Educational Research*. (2nd Ed). (Pearson Prentice Hall: Upper Saddle River, New Jersey, 2012). p.142

⁷⁴ *Ibid.*,

Source: SMPN 2 Jati Agung Lampung Selatan in 2018/2019 Academic Year

2. Sample of the Research

According to Arikunto, sample is several or representation of the populations research.⁷⁵ The sample of the research was taken from two classes, the first class as experimental class (VIII C) was taught by using TAD (Transition-Action-Detail) strategy, and the second class as the control class (VIII E) was taught by using expository strategy. Each class consists of 35 students.

3. Sampling Technique

The sampling technique used in this research was cluster random sampling. The selection of groups, or clusters, of subjects rather than individuals is known as cluster random sampling.⁷⁶ One class is as control class and one class as experimental class. The writer conducted the research at the eighth grade. The eighth grade consists of five classes and the writer selected two classes as the sample. Here are the steps of taking sample by using cluster random sampling technique.

- a. First, the writer provided five pieces of small paper each paper contained the name of 5 classes.

⁷⁵ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2006), p.174

⁷⁶ Jack R. Fraenkel, Norman E. Wallen, Hellen H. Hyun, *How to Design and Evaluate Research in Education* (8 Ed), (New York: McGraw-Hill Companies, Inc, 2009), p.96

- b. Second, the writer rolled up and put the paper into a box.
- c. After that, the box was shaken until one of the rolled-paper out of the box. It was done twice since the samples are consisted of two classes.
- d. The writer chose one piece of paper randomly, the first was as experimental class and the second was as control class.

E. Data Collecting Technique

To collect the data, the writer used an instrument that was a test which consists of pre-test and post-test. The test was used to know students' writing ability in descriptive text. The teacher asked the students to make a descriptive text.

1. Pre-test

The writer gave pre-test for the students to know students' writing ability in descriptive text before treatment. The students were asked to write descriptive text based on the titles that were provided. The scoring based on the appropriate of steps; content, organization, vocabulary, language use and mechanics. The result of this written test was scoring column on the paper.

2. Post-test

Post-test was used to know the students' writing ability in descriptive text after they were given treatment by using TAD strategy. The system and degree of

difficulty of post test same as pre-test. Both of them used to measure the students' writing ability in descriptive text in order to know the development of students' writing ability in descriptive text after TAD strategy is applied. The pre-test and post-test were given to the control class and experimental class.

F. Instrument of the Research

The instrument used in this research was writing test. This test has a purpose to measure the students' writing ability. The writer made two instruments, they are pre-test and post-test. In this case, the students were given three topics of descriptive text based on the pictures. The writer asked the students to make descriptive text by choosing the topics provided because by the end of the research they were expected to be able to make descriptive text by choosing one of three topics provided, and then the students can describe it based on the pictures provided. The students were free to choose only one of three topics. The topics were chose because in syllabus of the eighth grade, the students learnt about it.

According to Imam in his research journal, the students were asked to write a text composition about 120-150 words within 60 minutes.⁷⁷ It was supported by Siregars' and Sitepus' journal, to collect the data, the students of

⁷⁷ Sahran Imam, *Morphological Errors in Narrative Writing of Eleventh Grade Students at Madrasah Aliyah Negeri 2 Palembang*, (Palembang: UIN Raden Fatah, 2015). Available on jurnal.radenfatah.ac.id/index.php/edukasi/article/download/988/820. Accessed on December 23rd, 2018.

both groups were asked to write a text. The length of the text is maximum 150 words.⁷⁸ Tiara stated that the students were asked to write 100 words in 3 paragraphs or writing.⁷⁹ It was supported by Hamp-Lyons, a minimum number of 100 words, but this minimum presupposes a fairly high level of language proficiency and may not be appropriate for low proficiency learners.⁸⁰ Breland added that an essay of a sample of writing approximately 150 words respectively with high school English grades and high school instructors' ratings of writing ability.⁸¹ While Munoz, *et.al*, may also make reference to the pattern of exposition, which refers to the specific instructions to the students, for example the length 100 words, one page, etc., and time allotment 30 minutes, 60 minutes.⁸² Wilson stated that roughly one hour to one and a quarter hour should be sufficient time to write, proof read, edit and improve a finished piece.⁸³ Cooper added that

⁷⁸ Masitowarni Siregar and Roy Batman Sitepu, *The Effect of Using Multiple Intelligence Strategy On Students' Achievement in Writing Narrative Text*, (Kabanjahe : STKIP PGRI Medan, 2014). Available on <http://digilib.unimed.ac.id/view/year/2014.html>. Accessed on December 26th, 2018.

⁷⁹ Ade Tiara, *The Effect of Clustering Technique on Students' Ability in Writing Recount Text at Tenth Grade of SMAN 87 Jakarta*, (Jakarta: UIN Syarif Hidayatullah Jakarta, 2015) Available on repository.uinjkt.ac.id. Accessed on December 29th, 2018.

⁸⁰ Liz Hamp-Lyons, *Assesing Second Language Writing in Academic Contexts*, (Norwood: NJ Ablex, 1991). p.5

⁸¹ Hunter M. Breland, *The Direct Assessment of Writing Skill: A Measurement Review*, (New York: College Entrance Examination Board, 1983). p.13

⁸² Ana Munoz, Sandra Gaviria, Marcela Palacio, *Guidelines for Teaching and Assessing Writing*, (Grupo de Investigación Centro De Idioms (GICI) Universidad EAFIT, 2006). Available on publicaciones.eafit.edu.co/viewfile.com. Accessed on December, 24th 2018.

⁸³ Ros Wilson, *Oxford Primary Writing Assesement*, (Glasgow: Oxford University Press, 2015). p.7

the time limit of a writing exercise from 70 to 90 minutes for high school students.⁸⁴

From several definitions above, there were so many references for the length of words and time allocation. It can be concluded that the average of words and time allocation to write a text was about 110 words and 65 minutes for time allocation. Then, the writer assumed that eighth grade is in low level category. So, the maximum of words should be written by them was 110 words or more and 65 minutes for time allocation. The instruments of the research were:

Table 3
Pre-test Topics

No.	Pre-test Instrument	Times
1.	My Dog	65 minutes
2.	Afgan	
3.	Monas	

Table 4
Post-test Topics

No.	Pre-test Instrument	Times
1.	My Rabbit	65 minutes
2.	Syahrini	
3.	Borobudur Temple	

G. Research Procedure

The procedure of this research is as follows:

⁸⁴ Peter L. Cooper, The Assessment of Writing Ability: A Review of Research, GRE Board Research Report GREB No. 82-15R, ETS Research Report, Educational Testing Service, 1984. Available on <https://www.ets.org/RR-84-12-Cooper>. Accessed on December, 29th 2018.

1. Planning

Before the writer applied the research procedure, the writer made some planning to run the application well. The procedure of making plan of this research was as follows:

1) Determining the subject

The writer chose the students of the Eighth Grade of SMPN 2 Jati Agung Lampung Selatan as the subject of research, one class as experimental class, and one class as a control class.

2) Preparing the Pre-test

The writer prepared a kind of test (called pre-test) that was given to the students to know the students' writing ability in descriptive text. The students were given three topics, they were: *My Dog*, *Afghan*, and *Monas*.

3) Determining the material

The writer determined the material that was taught to the students, and the material was descriptive text writing with the titles *My Cat*, *Maudy Ayunda*, and *Prambanan Temple*.

4) Preparing the Post-test

The writer prepared a kind of test (called post-test) that was given to the students to know whether the students' writing ability in descriptive text

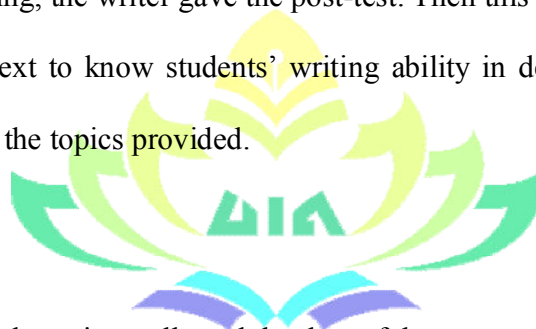
increases or not. The students were given three topics, they were: *My Rabbit Syahrini*, and *Borobudur Temple*.

The writer chose the topics about descriptive text to the students in pre-test, treatments and post-test about describing animal, people and place. First, the writer chose the theme of *My Dog* in pre-test, *My Cat* in treatment and *My Rabbit* in post-test because those animals were easy to be found in everyday life and the students were familiar with those animals, so that the students will be easy to describe the themes. Second, the writer chose describing people with the titles *Afghan* in pre-test, *Maudy Ayunda* in treatment and *Syahrini* in post-test because both of them were famous singers in Indonesia and the students were easy to find them from social media, so that the students more easily to write descriptive text through the information they have. The last, the writer chose *Monas* in the pre-test, *Prambanan Temple* in treatment and *Borobudur Temple* in post-test because those places were historical building in Indonesia and they were very famous, so it would be interesting if students write descriptive text with those themes.

2. Application

After making plan, the writer tried to apply the research procedure that was already planned. There were some steps in doing in this research, they were:

- a. In the first meeting, the writer gave the pre-test. This test was in the form of descriptive text to know students' writing ability in descriptive text before treatments with the topics provided.
- b. After giving the pre-test to the students, the writer conducted the treatment by using Transition-Action-Detail (TAD) strategy in the experimental class and using expository strategy in the control class.
- c. In the last meeting, the writer gave the post-test. Then this test was in the form of descriptive text to know students' writing ability in descriptive text after treatments with the topics provided.



3. Reporting

In this step, the writer collected the data of the pre-test and post-test. After that, the writer analyzed whether the result of the post-test was higher than pre-test or not. After collecting the data of pre-test and post-test, the writer counted the data of normality test to know the data was normal distributed or not. After the writer got the conclusion of normality test, the writer did the homogeneity test to know the data was homogeneous or not. After the writer knew that the data was normal and homogeneous, the writer analyzed the hypothetical test to know whether the Transition-Action-Detail (TAD) strategy can give a significant influence of students' writing ability in descriptive text or not. The last point in research procedure is reporting. The writer reported the result of the research.

H. Scoring Scale for Evaluating Students' Writing Ability

There were five criteria of writing scales. They were, content, organization, vocabulary, language use and mechanics. In this research, the writer used inter-rater to score the result of the test. It means that, in scoring the test there was more than one rater. The writer used two people to score the test. The scoring was done by the writer herself and another person who also score the test, the English teacher in the school. The score of two raters was summed up and then divided into two. The score of the test was calculated based on the following system proposed by Tribble, as follows:

Table 5
Scoring System for Evaluating Students' Writing

Area	Score	Descriptor
Content/ Task Fulfillment	20-17	Excellent to very good: Excellent to very good treatment of the subject, considerable variety of ideas or argument; independent through interpretation of the topic; content relevant to the topic; accurate detail.
	16-12	Good to average: Adequate treatment of topic, some variety of ideas or argument; some independent of interpretation of the topic; most content to the topic, reasonably accurate detail.
	11-8	Fair to poor: Treatment of the topic is hardly adequate; little variety of ideas or argument; some irrelevant content to the topic; lacking detail.
	7-5	Very poor: Inadequate treatment of the topic, no variety of ideas or argument; content irrelevant, or very restricted; almost no useful detail.
	4-0	Inadequate: Fails to address the task with any effectiveness.
Organization	20-17	Excellent to very good: Fluent expression, ideas clearly stated and supported; appropriately organized

		paragraphs or sections; logically sequenced (coherence); some connectives used (cohesion).
	16-12	Good to average: Uneven expression, but main ideas stand out; paragraph or section evident; logically sequenced (coherence); some connectives (cohesion).
	11-8	Fair to poor: Very uneven expression, ideas difficult follow; paragraphing/organization does not help the reader, logical sequenced difficult to follow (coherence); connectives largely absent (cohesion).
	7-5	Very poor: Lacks fluent expression, ideas very difficult to follow, little sense of paragraphing/organization; no sense of logical sequence (coherence); connective not used (cohesion).
	4-0	Inadequate: Fails to address this aspect of the task with any effectiveness.
Vocabulary	20-17	Excellent to very good: Wide range of vocabulary; accurate word/ idiom choice and usage; appropriate selection to match register.
	16-12	Good to average: Adequate range of vocabulary; occasional mistake in word/ idiom choice and usage; register not always appropriate.
	11-8	Fair to poor: Limited range of vocabulary; a noticeable number of mistakes in word/ idiom choice and usage; register not always appropriate.
	7-5	Very poor: No range of vocabulary; uncomfortable frequent mistake in word/ idiom choice and usage; register not always appropriate.
	4-0	Inadequate: Fails to address this aspect of the task with any effectiveness.
Language	30-24	Excellent to very good: Confident handling of appropriate structures, hardly any errors of agreement, tense, number, word order, articles, pronouns, propositions, meaning never obscured.
	23-18	Good to average: Acceptable grammar but problem with more complexes structures, mostly appropriate structures; some errors of agreement, tense, number, word order, articles, pronouns, propositions, meaning sometimes obscured.
	17-10	Fair to poor: Insufficient range of structures with control only shown in simple constructions; frequent

		errors of agreement, tense, number, word order, articles, pronouns, propositions, meaning sometimes obscured.
	9-6	Very poor: Major problems with structures-even simple ones; frequent error of negation, agreement, tense, number, word order/function, articles, pronouns, propositions; meaning often obscured.
	5-0	Inadequate: Fails to address this aspect of the task with any effectiveness.
Mechanics	10-8	Excellent to very good: Demonstrates full command of spelling, punctuation, capitalization and layout.
	7-5	Good to average: Occasional errors in spelling, punctuation, capitalization and layout.
	4-2	Fair to poor: Frequent errors in spelling, punctuation, capitalization and layout.
	1-0	Very poor: Fails to address this aspect of the task with any effectiveness. ⁸⁵

Sources: Christopher Tribble, *Language Teaching Writing*, Oxford: 1996.

The final score = Content + Organization + Vocabulary + Language use + Mechanics.

Notes:

C	: Content	(20)
O	: Organization	(20)
V	: Vocabulary	(20)
L	: Language	(30)
M	: Mechanics	(10)

From these explanations, it can be concluded that the scoring scale for evaluating students' writing ability in descriptive text is adopted by Tribble with considered the content, organization, vocabulary, language use and mechanics.

⁸⁵Christopher Tribble, *Language Teaching Writing* (New York : Oxford University Press, 1996), pp.130-131

I. Validity, Readability, and Reliability of the Test

1. Validity of the Test

A good test is test that has validity. The test can be considered valid if the instrument item can be used to measure what should be measured.⁸⁶ A test is valid if the test can really test what needs to be tested correctly. To measure whether the test is valid or not, the writer analyzed the test from content validity and construct validity.

a. Content Validity

The content validity is the extent to which a test measures a representative sample of subject matter, the focus of the content validity is a adequacy of the sample and simply on the appearance of the test.⁸⁷ It means that to get the content validity the test appropriate with the students' book that is test is suited with the material that is taught to the students. In the other words, the writer made the test based on the syllabus for Junior High School students. Thus, it can be said that the test has content validity since it is a good representation of material in the classroom.

⁸⁶ Suharsimi Arikunto, *Op. Cit.*, p.211

⁸⁷ Anas Sudijono, *Pengantar Evaluasi Pendidikan*, (Jakarta: Rajawali Press, 2013), p.211

b. Construct Validity

Construct validity is a second category of validity that teacher must be aware of in considering language. It means that item should really show whether they have in using descriptive text that have been teach or not. The test item should really measure that students' descriptive text. To get the construct validity evidence, the writer arranged the material based on the objectives of teaching in the school based on the curriculum for eighth grade of SMPN 2 Jati Agung Lampung Selatan and the writer consulted the instrument to the English teacher at SMPN 2 Jati Agung, to make sure that instrument has construct validity evidence.

2. Readability of the Test

To measure internal validity of instrument test of text writing, the writer measured readability of the instrument. Readability tests are indicators that measure how text a document is to read and understand. For evaluators, readability statistics can be solid predictors of the language difficulty level of particular documents. The essential information in an evaluation document should be easily understandable.⁸⁸ In addition, according to Jomes and Bartllet, the best

⁸⁸ Julien B. Kouame, *Using Readability Tests to Improve the Accuracy of Evaluation Documents Intended for Low-Literate Participants*, Journal of Multi, Disciplinary Evaluation Vol. VI NO.14 August 2010, (Michigan: Western Michigan University, 2010), p.133. Accessed on March 15th, 2018.

way to know whether documents are truly easy to read is by asking for feedback from readers representing the intended audience.⁸⁹

To know readability of the text test instrument, the writer followed Kouame's research. Participants asked to evaluate instruction and the understandability of each item on a scale of 1 to 10, where, 1 described an item that is easy to read and 10 described an item that is difficult to read.⁹⁰ The questions tested individually. The participants may not have difficulties in understanding because they take the context of the writing into consideration. After that, the writer measured mean of each item. Based on the Kouame's research, if the mean of all items of the instrument text has means under 4.46, the instrument is quite readable and understandable by the readers or the test takers.⁹¹ The result of readability of writing test was 1.90 lower than 4.46, it means that the instrument was readable. (See appendix 11)

3. Reliability of the Test

Indeed, Arikunto said that reliability shows that the instrument can be believed to be used as a tool of data collecting technique when the instrument is good enough.⁹² If the data are true based on the facts, how many data that are

⁸⁹ Jones and Bartlett, *Assessing Readability with Grade Level Formula*, available on <http://www.readability.com-assesing-readability-with-grade-level-formula>. Accessed on March 16th, 2018.

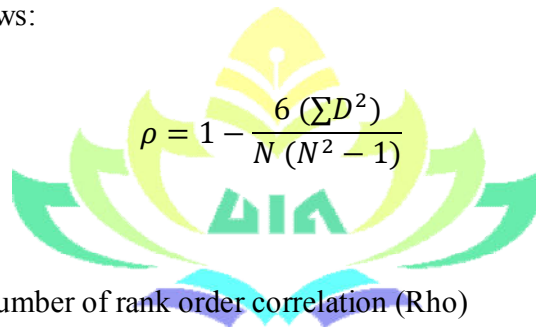
⁹⁰ Julien B. Kouame, *Loc. Cit.*

⁹¹ *Ibid.*, p.134

⁹² Suharsimi Arikunto, *Op. Cit.*, p.60

taken the result is always the same. Reliability shows the degree of main stays about something. Reliability means the data can be believed so it can be relied on.

To get the reliability of the test, the writer will use inter-rater reliability. This inters rater reliability counts level of the reliability based on two series of score that are gotten by two raters or more simultaneously. They are teacher and the writer. To estimate the reliability of the test, the writer will use rank order correlation as follows:



$$\rho = 1 - \frac{6(\sum D^2)}{N(N^2 - 1)}$$

Notes:

- ρ = The number of rank order correlation (Rho)
- 6 & 1 = Constant number
- D = The difference of rank correlation ($D = R_1 - R_2$)
- N = Number of students.⁹³

Furthermore, to know the degree or the level of the reliability of writing test, the writer used the criteria of reliability as follows:

1. Between 0.800 until 1.000 : very high
2. Between 0.600 until 0.799 : high
3. Between 0.400 until 0.599 : average
4. Between 0.200 until 0.399 : low

⁹³ Anas Sudjono, *Pengantar Statistik Pendidikan*, (Jakarta: Rajawali Pers, 2011)., p.232

5. Between 0.000 until 0.199 : very low.⁹⁴

The writer calculated the scores of test used the reliability formula based on two raters to know the test was reliable or not. The result for calculation in the control class of scores was 0.99 for pre test and 0.99 for post test. (See appendix 17).

J. Data Analysis

1. Fulfillment of Assumption

After collecting the data, the writer analyzed the data by using t-test. There are two tests that must be done before the writer analyze the data by using t-test. They are normality test and homogeneity test.

a. Normality Test

The normality test is used to know whether the data in the experimental class and control classes are normally distributed or not.⁹⁵ In this research, the writer used statistical computation by using SPSS (*Statistical Package for Social Science*) is used for normality. The tests of normality employed are Kolmogorov – Smirnov and Shapiro Wilk. While the criteria of acceptance or rejection of normality test are as follows:

⁹⁴ Sugiyono, *Statistika untuk Penelitian*, 17th Edition (Bandung: Alfabeta, 2010), p.231

⁹⁵ Budiyo, *Statistika untuk Penelitian*, (Surakarta: Surakarta Press, 2004), p.170

H_0 is accepted if $\text{sig} \geq \alpha = 0.05$

H_a is rejected if $\text{sig} < \alpha = 0.05$

The hypotheses for the normality test are formulated as follows:

H_0 : the data are normally distributed

H_a : the data are not normally distributed.

b. Homogeneity Test

After the writer got the conclusion of normality test, the writer did the homogeneity test in order to know whether the data is homogenous or not. In this research, the writer used statistical computation by using SPSS (*Statistical Package for Social Science*). The test of homogeneity employing Levene's Test.

While the criteria of acceptance or rejection of homogeneity test are as follows:

H_0 is accepted if $\text{sig} \geq \alpha = 0.05$

H_a is rejected if $\text{sig} < \alpha = 0.05$

The hypotheses for the homogeneity test are formulated as follows:

H_0 : the variances of the data are homogenous

H_a : the variances of the data are not homogenous.

2. Hypothetical Test

After the writer knew that the data are normal and homogeneous, the data was analyzed by using independent sample t-test in order to know the significance of the treatment effect. In this case, the writer will use statistical computation by using SPSS (*Statistical Package for Social Science*) for hypothetical of test.

While the criteria acceptance or rejection of hypotheses test are:

H_a is accepted if $\text{sig} < \alpha = 0.05$

H_o is rejected if $\text{sig} \geq \alpha = 0.05$

The hypotheses are:

H_o : There is no significant influence of using TAD (Transition-Action-Detail) strategy towards students' writing ability in descriptive text at the eighth grade of SMPN 2 Jati Agung Lampung Selatan in the academic year of 2018/2019.

H_a : There is a significant influence of using TAD (Transition-Action-Detail) strategy towards students' writing ability in descriptive text at the eighth grade of SMPN 2 Jati Agung Lampung Selatan in the academic year of 2018/2019.



CHAPTER IV

RESULT AND DISCUSSION

A. Research Procedure

The research was conducted in August 20th, 2018. Before conducting the research, the writer asked permission to the headmaster and the English teacher at SMPN 2 Jati Agung Lampung Selatan. After getting the permission, the writer conducted the research through the following steps:

1. Determining the subject of the research, namely the students at the first semester of the eighth grade of SMPN 2 Jati Agung Lampung Selatan.
2. Determining the sample of research by using cluster random sampling.
3. Holding the pre-test in order to know the students' writing ability in descriptive text before they have treatment.
4. Analyzing the data gotten through pre-test.
5. Giving the treatments to the sample class, the material was about descriptive text writing.
6. Holding the post-test in order to know the students' writing ability in descriptive text after the treatments.
7. Analyzing the data which gotten through post-test. The data were analyzed by using SPSS (*Statistical Package for Social Science*).
8. Testing the hypothesis and made the conclusion.
9. Reporting the result of the research.

B. Data Description

This research was conducted on August 20th, 2018 to September 6th, 2018. They involved pretest, three meetings treatments and posttest. In the experimental class, the writer gave three times treatments by using TAD (Transition-Action-Detail) Strategy to find out the influence of using TAD (Transition-Action-Detail) Strategy. Meanwhile, in the control class the writer gave expository strategy that was usually used by the teacher there. The writer identified several results, they were: the score of the students before treatments in pretest and the score of students after treatments in posttest.

At the beginning, the writer gave the pre-test, on Thursday, August 23rd, 2018 in experimental class (VIII C) at 08.10 AM – 09.30 AM and at 10.25 AM – 11.45 AM in the control class (VIII E) in the same day. In experimental class which consisted of 35 students and in the control class which consisted of 35 students. When the writer gave the pre-test, all the students followed the test. After the writer gave the pre-test, the writer did the treatment for both classes.

1. Description of the First Treatment

The first treatment was done on Monday, August 27th, 2018. In the first treatment, the students looked nervous. The students were not interested when the writer said about writing. They looked difficult to understand the material. To make the students understand the material easier, the writer gave an example about descriptive text by using Transition-Action-Detail (TAD) strategy. The

writer explained the material by using Transition-Action-Detail strategy. Then, the writer asked the students to make a descriptive text about animal by using Transition-Action-Detail (TAD). After that, the writer gave chance to the students to ask if they had difficulty about the material. Finally, the writer and the students concluded the material that had been studied together.

2. Description of Second Treatment

The writer gave the second treatment on Thursday, August 30th, 2018. For this session, it was better than first treatment because the students did not look nervous anymore. The writer started the teaching learning process by explaining the materials. In this treatment, the writer reviewed about descriptive text includes generic structure and grammatical features of descriptive text. After that, the writer reminds the students about Transition-Action-Detail (TAD) strategy and explained again the steps to make descriptive text by using Transition-Action-Detail (TAD) strategy. Then, the writer asked the students to make a descriptive text about person by using Transition-Action-Detail (TAD). The last session of this lesson, the writer and the students concluded the material that had been studied together.

3. Description of Third Treatment

Then, on Monday, September 3rd, 2018 the writer gave the third treatment. In this treatment, the students looked more enthusiastic and enjoyable in learning

process. The students felt easier to understand the material because they have studied about the purpose, generic structure and grammatical features of descriptive text and Transition-Action-Detail (TAD) strategy in two previous meetings. In this treatment, the students were asked to make a descriptive text by using Transition-Action-Detail (TAD) strategy. Their task in third treatment was better than second treatment. The last session of this lesson, the writer and the students concluded the material that had been studied together.

For the last meeting, the writer gave the post test on Thursday, September 6th, 2018 in experimental class at 08.10 AM – 09.30 AM and in control class at 10.25 AM - 11.45 AM. It was given to measure the improvement the students' writing ability in descriptive text both classes after treatments.

C. Result of the Research

1. Result of Pre-test in Experimental Class

The writer conducted pre-test in order to know students' writing ability before the treatments were given. The pre test was administrated on Thursday, August 23rd, 2018 at 08.10 AM – 09.30 AM. The scores of students' writing tested in pre-test in the experimental class can be seen in Figure 4.

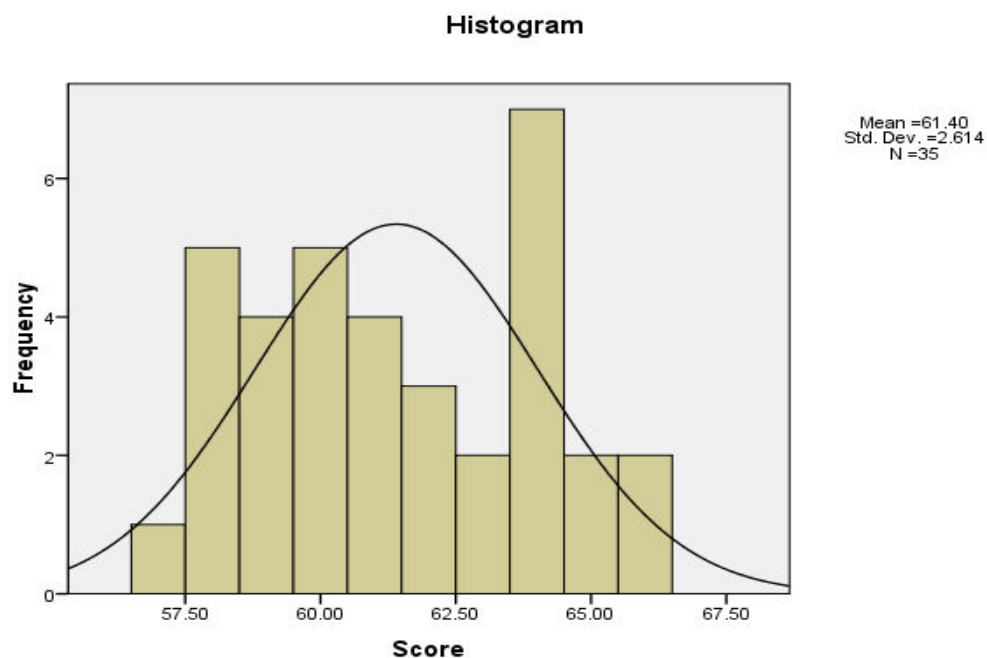


Figure 4
Graphs of the Pre Test Result in Experimental Class

Based on the figure 4, the mean of pre-test in experimental class was 61.40, standard of deviation was 2.614, N was 35, median was 61.00, variance was 6.835, minimum score was 57.00 and maximum score was 66.00. (See appendix 23)

2. Result of Pre-test in Control Class

The writer conducted pre-test in order to know students' writing ability before the treatments were given. The pre test was administrated on Thursday, August 23rd, 2018 at 10.25 AM - 11.45 AM for the VIII E as the control class.

The scores of students' writing tested in pre-test in the experimental class and control class could be seen in Figure 5.

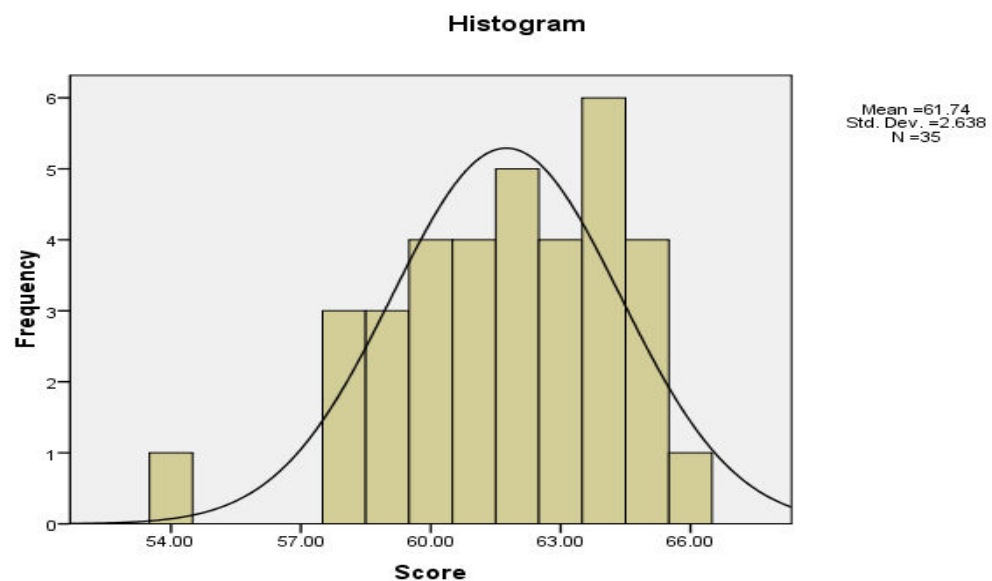


Figure 5
Graphs of the Pre Test Result in Control Class

Referring to figure 5, the mean of pre-test in control class was 61.74, standard deviation was 2.638, N was 35, median was 62.00, variance was 6.961, minimum score was 54.00, and maximum score was 66.00. (See appendix 23)

3. Result of Post-test in Experimental Class

The writer also gave post-test in experimental class to know students' writing ability in descriptive text after the treatment. It was administrated on Thursday, September 6th, 2018 at 08.10 AM – 09.30 AM. The scores of students' writing tested in post test in the experimental class can be seen in Figure 6.

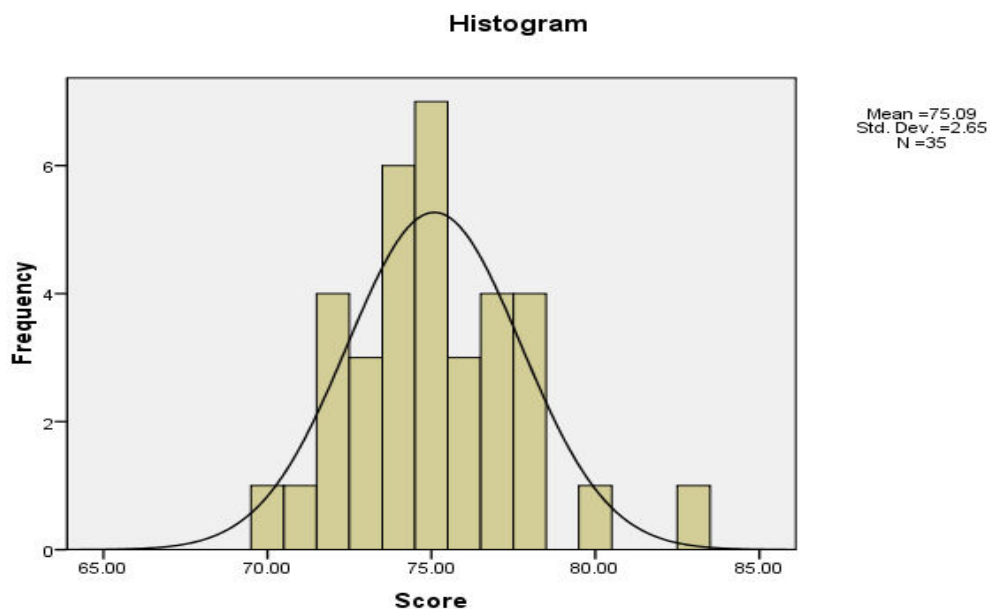


Figure 6
Graphs of the Post Test Result in Experimental Class

Related to figure 6, the mean of post test in experimental class was 75.09, standard of deviation was 2.650, N was 35, median was 75.00, variance was 7.022, minimum score was 70.00, and maximum score was 83.00. It showed students' writing ability in descriptive text after they got treatments. (See appendix 24)

4. Result of Post-test in Control Class

The writer also gave post-test in control class to know students' writing ability in descriptive text after the treatment. It was administrated on Thursday, September 6th, 2018 10.25 AM - 11.45 AM. The scores of students' writing tested in post test in the control class can be seen in Figure 7.

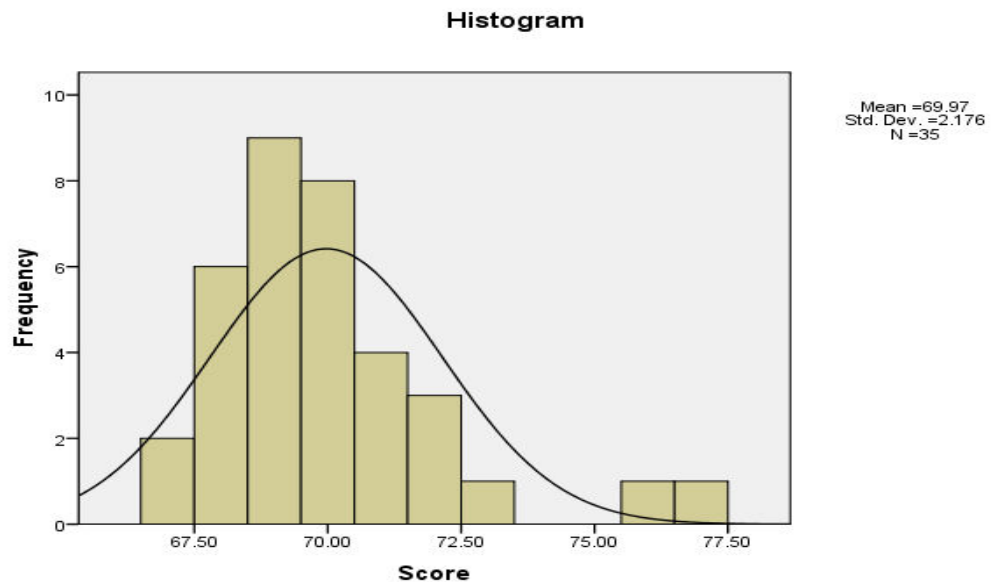


Figure 7
Graphs of Post Test Result in Control Class

Based on the figure 7, the mean of post test in control class was 69.97, standard deviation was 2.176, N was 35, median was 70.00, variance was 4.734, minimum score was 67.00, and maximum score was 77.00. (See appendix 24)

D. Data Analysis

1. Fulfillment of the Assumption

Parametric test are significance test which assume a certain distribution of the data (usually the normal distribution) assume an interval level of measurement and assume homogeneity of variances when two or more sample are being compared. In order to get a certain distribution of the data, the writer did some test and homogeneity test.

a. Result of Normality Test

The Normality was used to measure whether the data in experimental class and control class has the normal distribution or not. In this research, the writer used statistical computation by using SPSS 16.0 (*Statistical Package for Social Science*) was used in statistical computation for normality test. The tests of normality employed are Kolmogorov- Smirnov and Shapiro Wilk.

The hypothesis for the normality test was formulated as follows:

H_0 : the data are normally distributed

H_a : the data are not normally distributed.

While the criteria of acceptance or rejection of normality test were as follows:

H_0 is accepted if $\text{sig}(\rho_{\text{value}}) \geq \alpha = 0.05$

H_a is rejected if $\text{sig}(\rho_{\text{value}}) < \alpha = 0.05$

Table 6
Normality of the Experimental and Control Class
Tests of Normality

		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Class	Statistic	df	Sig.	Statistic	df	Sig.
Score	Experimental	.136	35	.099	.967	35	.371
	Control	.142	35	.072	.947	35	.093

Related on the Table 6, it can be seen that Sig. (ρ_{value}) for experimental class was 0.099 for Kolmogorov-Smirnov^a and 0.371 for Shapiro Wilk. Sig. (ρ_{value}) for control class was 0.072 for Kolmogorov-Smirnov^a and 0.093 for Shapiro Wilk. Because Sig. (ρ_{value}) > $\alpha = 0.05$. So, H_0 was accepted and the conclusion is that the population is in the normal distribution. (See appendix 25)

b. Result of Homogeneity Test

After the writer got the conclusion of normality test, the writer did the homogeneity test in order to know whether the data is homogenous or not. In this research, the writer used statistical computation by using SPSS (*Statistical Package for Social Science*). The test of homogeneity employing Levene's Test.

While the criteria of acceptance or rejection of homogeneity test were as follows:

H_0 is accepted if sig (ρ_{value}) $\geq \alpha = 0.05$

H_a is rejected if sig (ρ_{value}) < $\alpha = 0.05$

The hypotheses for the homogeneity test were formulated as follows:

H_0 = The variances of the data are homogenous

H_a = The variances of the data are not homogenous

Table 7
Homogeneity of Experimental and Control Class
Test of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
3.185	1	68	.079

Based on the results obtained in the test of homogeneity of variances in the column Levene Statistics, it can be seen that *Sig.* (ρ_{value}) = 0.079 > α = 0.05. It demonstrated that H_0 was accepted because *Sig.* (ρ_{value}) > α = 0.05. It means that the variance of the data was homogenous. (See appendix 26)

2. Result of Hypothetical Test

a. Hypothetical test

Based on the previous explanation it can be concluded that the normality and homogeneity test had fulfilled the standard criteria. Therefore, the writer used the following t-test by independent t-test by using SPSS (*Statistical Package for Social Science*) for hypothetical of test.

The hypotheses as followed:

H_a : There is a significance influence of using TAD (Transition-Action-Detail) strategy towards students' writing ability in descriptive text at the eighth grade of SMPN 2 Jati Agung Lampung Selatan in the academic year of 2018/2019.

H_0 : There is no significance influence of using TAD (Transition-Action-Detail) strategy towards students' writing ability in

descriptive text at the eighth grade of SMPN 2 Jati Agung
Lampung Selatan in the academic year of 2018/2019.

The criteria of acceptance or rejection of the hypothesis for Hypothetical
test was:

H_a is accepted if $Sig. (p_{value}) < \alpha 0.05$

H_o is rejected if $Sig. (p_{value}) \geq \alpha 0.05$



Table 8
The Result of Hypothetical Test
Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Score Equal variances assumed	3.185	.079	8.897	68	.000	5.45714	.61338	4.23317	6.68112
Equal variances not assumed			8.897	62.908	.000	5.45714	.61338	4.23137	6.68291

Based on the result obtained in the independent sample t-test in the Table
8 that the value of significant generated $Sig. (p_{value}) = 0.000 < \alpha = 0.05$. So, H_o

was rejected and H_a was accepted. Based on the computation, it can be concluded that there was any significant influence of using TAD (Transition-Action-Detail) strategy towards students' writing ability in descriptive text at the eighth grade of SMPN 2 Jati Agung Lampung Selatan in the academic year of 2018/2019. (See appendix 27)

3. Discussion

Based on the finding of the research, it was found that the students who were taught by using TAD (Transition-Action-Detail) strategy have increased their descriptive text writing ability. It means that TAD strategy is effective to be implemented in teaching and learning writing. Through this strategy can engage students' imagination to make them easier to write descriptive text step by step.

According to Peha, Transition-Action-Detail (TAD) strategy is a strategy to teach writing used Transition-Action-Detail (TAD) chart which consist of columns and rows that shows a sequence of events. There are three columns that must be filled by the participants, such as transition column, action column, and detail column. Each column can be filled by several rows. Transition-Action-Detail (TAD) strategy helps the students to make a story by dividing the sequences of event of the story they want to write step by step.

Based on the result of research, the writer did the pre-test to know the students' writing ability in descriptive text before the treatment. The scores

showed that the mean of pre-test in experimental class was 61.40, while in control class the mean of pre-test was 61.74.

In order to know the influence of using TAD (Transition-Action-Detail) strategy towards students' writing ability in descriptive text, the writer did three treatments. In the first treatment held on Monday, August 27th, 2018. The second treatment held on Thursday, August 30th, 2018. While the third treatment held on Monday, September 3rd, 2018.

In the first treatment, the students looked nervous. The students were not interested when the writer said about writing. They looked difficult to understand the material. To make the students understand the material easier, the writer gave an example about descriptive text by using Transition-Action-Detail (TAD) strategy. The writer explained the material by using Transition-Action-Detail strategy. Then, the writer asked the students to make a descriptive text about animal by using Transition-Action-Detail (TAD). After that, the writer gave chance to the students to ask if they had difficulty about the material. After that, the writer and the students concluded the material that has been studied together.

In the second treatment, it was better than first treatment because the students did not look nervous anymore. The students were given treatment by using TAD (Transition-Action-Detail) strategy. Before giving transition action detail strategy, the writer explained the material about descriptive text and gave the students example of descriptive text about describing people. The writer did the same strategy like the first treatment in teaching and learning process.

In the last treatment, there were many improvements in the students' descriptive text writing ability when they written. In the third treatment, the writer explained descriptive text about describing place. The students were more active and interesting in teaching and learning process than the first and second meeting. They were not afraid and they assumed that writing descriptive text was easy.

After conducting the treatments, the writer did post-test to know students' writing ability in descriptive text after giving the treatments. The scores showed that the mean of post-test in experimental class was 75.09, while in control class the score showed that the mean was 69.97. There were differences in the students' outcome that was taught using TAD (Transition-Action-Detail) strategy between those taught without TAD (Transition-Action-Detail) strategy. When the writer taught using TAD (Transition-Action-Detail) strategy, she made the students more interesting in teaching and learning process.

After the writer analyzed pretest and posttest, the writer used the data to find out increase score. Increase score obtained from posttest score minus pretest score. Increase score was used to analyze the data of normality test score and it showed that the data were normal. After the normality test, the writer analyzed the data of homogeneity test based on increase score and it showed that the data were homogenous. According to the result of the students' pretest score and posttest score, it showed that the students' posttest was higher than pretest.

Transition-Action-Detail strategy was implemented in teaching descriptive text writing ability. This strategy could improve each aspects of students'

descriptive text writing ability in content, organization, vocabulary, language and mechanics. The strategy made students interested in learning descriptive text. Then, students were easier to construct descriptive text from their ideas step by step, besides Transition-Action-Detail strategy can make students felt more fun and they were not bored in the classroom during the teaching and learning process.

In general, the teaching and learning process ran well, the students enjoyed to follow the steps. Based on the analysis of the data and the testing of hypothesis, the result of the calculation by t-test found that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. From the analysis above, we knew that students using Transition-Action-Detail Strategy in teaching descriptive text could improve students' descriptive text writing ability.

The result of the data analysis showed that the use of TAD (Transition-Action-Detail) strategy in teaching descriptive text seemed to be applicable for the eighth grade of SMPN 2 Jati Agung Lampung Selatan. The strategy made students easier to construct descriptive text from their ideas step by step. Then, students were enthusiastic through teaching and learning descriptive text by using TAD (Transition-Action-Detail) strategy. It was supported by the previous research conducted by Mira Sutrianita about The Influence of using Transition-Action-Detail Strategy towards Students' Narrative Text Writing Ability at the First Semester of the Eighth Grade in the Academic year of 2016/2017 this strategy was effective in enhancing the students' performance in writing ability.

From these explanations, it can be concluded that using TAD (Transition-Action-Detail) strategy is one of good strategy in motivating students in learning English especially in writing. It means that there was a significant influence of using TAD (Transition-Action-Detail) strategy towards students' writing ability in descriptive text at the eighth grade of SMPN 2 Jati Agung Lampung Selatan in the academic year of 2018/2019.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After conducting the research and analyzing the data, the conclusion can be drawn as follows: there was a significant influence of using TAD (Transition-Action-Detail) strategy towards students' writing ability in descriptive text. Because from the result of the data calculation in previous chapter where null hypothesis (H_0) was rejected and alternative hypothesis (H_a) was accepted, it meant that the writer assumption was true that was to say, Transition-Action-Detail strategy could give a significant influence towards students' writing ability in descriptive text.

It was supported by the score achieved by that students in which they got higher scores after the writer gave the treatment by using TAD (Transition-Action-Detail) as a strategy to teaching writing. The significant influence could be seen from sig. (2-tailed) of the equal variance assumed in the independent sample t-test table where the sig. (2-tailed) is 0.000 it was lower than $\alpha = 0.05$ and it meant H_0 was rejected and H_a was accepted. It could be proved from the hypothetical test, where alternative hypothesis was accepted and null hypothesis was rejected.

B. Suggestion

Based on the conclusion above, it is suggested that the teacher of Junior High School used Transition-Action-Detail (TAD) strategy for teaching English, especially in descriptive text writing. The writer proposes some suggestions as follows:

1. Suggestion to the Teacher

- a. In this research the writer finds out that Transition-Action-Detail (TAD) strategy can be used to improve students' writing ability in descriptive text. It means that TAD (Transition-Action-Detail) strategy is recommended for English teacher to attract the students' interest and solution in learning process for teaching descriptive text writing.
- b. The writer finds out that TAD (Transition-Action-Detail) strategy can be used for teaching writing in the eighth grade students, so the English teacher should try to teach writing by using TAD (Transition-Action-Detail) strategy in different level of students.
- c. The English teacher should provide interesting activities and materials, in order to prevent the students from being bored and encourage the students' attention in learning English, especially in writing skill.
- d. From the result, the score of the students are not really satisfying. Therefore, the teacher can still improve their descriptive text writing ability. The teacher should help the students increase their score by giving more explanation about the material to make a good writing.

2. Suggestion for the Students

- a. The students should use TAD strategy for write another texts in writing ability especially in writing descriptive text to make them easy to write.
- b. In learning writing, the students should practice writing ability by using TAD strategy in real situation.
- c. The students should study hard and practice more in writing English to improve their writing ability. They also should be active and creative in learning activity.
- d. The writer recommends the students to consider the importance of mastering English especially to write. Instead of thinking that are lazy and difficult to write. Besides, the students are noisy when the teacher explains the material. Not only that, the students are lack of vocabulary and do not understand about the material that had been given.

3. Suggestion to the Next Writers

- a. The writer applied Transition-Action-Detail (TAD) strategy to increase students' writing ability in descriptive text. Further other writers should conduct this strategy on different skill or genre of text.
- b. In this research, the writer used Transition-Action-Detail (TAD) strategy to help the students of junior high school. Further other writers should conduct this strategy on different level of students.

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Appendix 1

The Result of Interview for English Teacher

The following of interview the English teacher:

No.	Question	Answer	Conclusion
1.	How long have you taught English?	Since 2006 in this school (SMPN 2 Jati Agung) and the beginning for teaching English is since 2004.	The teacher has taught English for 14 years.
2.	What is strategy/technique you use to teach writing Descriptive text?	I taught just based on the text for teaching writing Descriptive text.	The teacher did not use specific strategy to teach writing Descriptive text.
3.	What are the problems that you face in teaching writing descriptive text?	The big problem is the students' desire to learn writing because they said that they cannot combine the sentences, and then their lack of vocabulary and also they did not master grammar well. The students also said that they felt bored to learn English.	The students have some problem in learning writing such as they cannot combine the sentences, less of vocabulary and did not master grammar well, cannot express their ideas because they felt bored to learn English.
4.	Have you taught writing descriptive text by using technique or strategy? What are they?	I have taught writing Descriptive text by using strategy.	The teacher has not taught writing Descriptive text by using strategy.
5.	How is the students' ability in writing descriptive text?	The students' ability in Descriptive text is still low because they are have less comprehension in vocabulary and did not master the grammar well.	The students' ability in writing Descriptive text is still low.

Appendix 2

The Result of Interview for Students

Student 1:

No.	Question	Answer	Conclusion
1.	What are your problems in learning writing?	I cannot make the sentence well.	The student does not master the grammar well and need the way to learn it.
2.	How about descriptive text; have you learned about it?	Yes, I have.	The student has learned descriptive text.
3.	What are the problems that you find in writing descriptive text?	Sometimes, I feel confused what tenses I must use and I got the difficulty to express my idea.	The student must learn the basic way and steps to write descriptive text well.
4.	What do you think about teacher's strategy in learning writing descriptive text?	The teacher did not teach by using interesting strategy, so I feel bored in learning English.	The student needs the interesting strategy to enjoy the learning process.

Student 2:

No.	Question	Answer	Conclusion
1.	What are your problems in	I do not have many	The student does not

	learning writing?	vocabularies, so I got the difficulty for writing English.	have many vocabularies, so she must enrich the vocabulary by memorizing or practicing in writing.
2.	How about descriptive text; have you learned about it?	Yes, I have.	The student has learned descriptive text.
3.	What are the problems that you find in writing descriptive text?	I cannot make a descriptive text because I cannot combine the sentences.	The student must learn to combine the sentence to make a good text.
4.	What do you think about teacher's strategy in learning writing descriptive text?	The teacher did not teach by using interesting strategy, so I feel bored in learning English.	The student needs the interesting strategy to enjoy the learning process.

Student 3:

No.	Question	Answer	Conclusion
1.	What are your problems in learning writing?	I cannot make the sentence well.	The student does not master the grammar well and need the way to learn it.
2.	How about descriptive text; have you learned about it?	Yes, I have.	The student has learned descriptive

			text.
3.	What are the problems that you find in writing descriptive text?	I am confused for the beginning to write descriptive text and also I do not have many vocabularies.	The student must learn the basic and steps to write descriptive text well.
4.	What do you think about teacher's strategy in learning writing descriptive text?	The teacher did not teach by using interesting strategy, so I feel bored in learning English.	The student needs the interesting strategy to enjoy the learning process.

Student 4:

No.	Question	Answer	Conclusion
1.	What are your problems in learning writing?	I do not have many vocabularies, so I got the difficulty for writing English.	The student does not have many vocabularies, so she must enrich the vocabulary by memorizing or practicing in writing.
2.	How about descriptive text; have you learned about it?	Yes, I have.	The student has learned descriptive text.
3.	What are the problems that you find in writing descriptive text?	Because I do not have many vocabularies and I confuse what want to write.	The students' lack of vocabulary, so she must enrich the vocabulary by memorizing or

			practicing in writing descriptive text.
4.	What do you think about teacher's strategy in learning writing descriptive text?	The teacher did not teach by using interesting strategy, so I feel bored in learning English.	The student needs the interesting strategy to enjoy the learning process.

Student 5:

No.	Question	Answer	Conclusion
1.	What are your problems in learning writing?	I cannot make the sentence well.	The student does not master the grammar well and need the way to learn it.
2.	How about descriptive text; have you learned about it?	Yes, I have.	The student has learned descriptive text.
3.	What are the problems that you find in writing descriptive text?	Sometimes, I feel confused what tenses I must use and I got the difficulty to express my idea.	The student must learn the basic way and steps to write descriptive text well.
4.	What do you think about teacher's strategy in learning writing descriptive text?	The teacher did not teach by using interesting strategy, so I feel bored in learning English.	The student needs the interesting strategy to enjoy the learning process.

Appendix 3

Students' Score of Descriptive Text Writing at the Eighth Grade of SMPN 2 Jati Agung Lampung Selatan in the Academic Year of 2018/2019

KELAS VIII A

No	Student's Name	Gender	KKM	KKM Descriptive Text	Score
1	Ajeng Prayundari	F	70	72	78
2	Alsya Gita Nirmala	F	70	72	60
3	Anita Kartika Putri	F	70	72	75
4	Antika Salsabila	F	70	72	68
5	Antika Sari	F	70	72	78
6	Cindy Novita Sari	F	70	72	58
7	Cristina Freti Mareta	F	70	72	75
8	Deni Setiawan	M	70	72	52
9	Desi Sukmawati	F	70	72	65
10	Dicky Isma	M	70	72	62
11	Ega Ardian	M	70	72	78
12	Fajar Lianto	M	70	72	62
13	Febri Ajib Soleh	M	70	72	65
14	Feri Satria	M	70	72	76
15	Ferti Dela Triwinda	F	70	72	62
16	Galih Bima Pamungkas	M	70	72	60
17	Ibnu Hajar	M	70	72	65
18	Intan Diah Sekar Sari	F	70	72	56
19	Nabila Amanda Wulandari	F	70	72	70
20	Neneng Aprilia Dewi	F	70	72	78
21	Nova Liani	F	70	72	80
22	Panca Rahmad Widianto	M	70	72	60
23	Putri Kusumawati	F	70	72	80
24	Revi Zaira Zenifa	F	70	72	58
25	Sabrina Tiara Fasabilla	F	70	72	75
26	Shely Putri Indah Sari	F	70	72	62
27	Sinta Apriani	F	70	72	64
28	Sri Lestari	F	70	72	62

29	Tri Muryanti	F	70	72	60
30	Vannesius Angga Riyadi	M	70	72	64
31	Vera Vebriyanti	F	70	72	56
32	Viola Putri Anansyah	F	70	72	75
33	Violin Ega Silvana	F	70	72	60
34	Zakia Min Fadilah	F	70	72	68
Average					66.7

Notes:

< KKM Descriptive Text Writing = 23 Students

≥ KKM Descriptive Text Writing = 11 Students

Students' Score of Descriptive Text Writing at the Eighth Grade of SMPN 2 Jati

Agung Lampung Selatan in the Academic Year of 2018/2019

KELAS VIII B

No	Student's Name	Gender	KKM	KKM Descriptive Text	Score
1	Ade Tri Suryani	F	70	72	60
2	Aditya Dwi Hamdani	M	70	72	76
3	Ag Ramadhana Adi Nugraha	M	70	72	60
4	Anisa Kharisma Putri	F	70	72	72
5	Apriyanto	M	70	72	58
6	Ayu Aidistira	F	70	72	55
7	Bayu Witanto	M	70	72	65
8	Cindy Setia Ningrum	F	70	72	52
9	Davina Oktariani	F	70	72	75
10	Devi Nur Fejer Anggraeni	F	70	72	62
11	Devrica Fernanda Rizky	M	70	72	78
12	Erika Nanda Ayu	F	70	72	62
13	Evrina Fresilia	F	70	72	55
14	Fajar Eriyansyah	M	70	72	76
15	Farah Dwi Ananda	F	70	72	62
16	Friska Adelia Ananda	F	70	72	50
17	Leoni Destiara	F	70	72	70
18	Muhammad Luthfi Fahreza	M	70	72	56
19	Nelasari Fadila	F	70	72	70
20	Novita Laila Sari	F	70	72	58

21	Pino Prastio	M	70	72	56
22	Putra Adi Kusuma	M	70	72	64
23	Putri Astri Ariyanti	F	70	72	78
24	Putrid Meiliana A	F	70	72	68
25	Rendy Adi Prabowo	M	70	72	65
26	Restu Sugiono	M	70	72	60
27	Salsa Embun Purbasari	F	70	72	70
28	Selvi Oktavia	F	70	72	64
29	Sherlinda Dwi Cahyani	F	70	72	62
30	Sindy Aprilia	F	70	72	75
31	Trismawati	F	70	72	68
32	Tusilawati	F	70	72	54
33	Vivi Anggun Pratiwi	F	70	72	75
34	Winda Abeliya	F	70	72	65
Average					64.6

Notes:

< KKM Descriptive Text Writing = 26 Students

≥ KKM Descriptive Text Writing = 8 Students

**Students' Score of Descriptive Text Writing at the Eighth Grade of SMPN 2 Jati
Agung Lampung Selatan in the Academic Year of 2018/2019
KELAS VIII C**

No	Student's Name	Gender	KKM	KKM Descriptive Text	Score
1	Agus Darmawan	M	70	72	60
2	Alvina Damayanti	F	70	72	78
3	Andi Setiawan	M	70	72	58
4	Annisa Feby Ananda	F	70	72	64
5	Ardiansyah Nugroho	M	70	72	72
6	Daffa Al Raihan	M	70	72	75
7	Devan Sesar Putra	M	70	72	65
8	Dewa Reyfandi	M	70	72	56
9	Dhea Astarina	F	70	72	75
10	Dika Rahnat Mursalim	M	70	72	62
11	Fanny Anggita	F	70	72	78

12	Ferdi Ahmad Muchlasin	M	70	72	62
13	Flora Efritia	F	70	72	75
14	Ikhwan Fauzi	M	70	72	65
15	Laila Elsa Arfana	F	70	72	62
16	Muhamad Raeha Saputra	M	70	72	60
17	Muhammad Imam Maulana	M	70	72	75
18	Nabila Diana Alda	F	70	72	56
19	Nia Audina	F	70	72	70
20	Nicky Nurbaiti	F	70	72	78
21	Nova Restuti	F	70	72	75
22	Ragil Pamungkas	M	70	72	65
23	Rayval Dwi Febriansyah	M	70	72	55
24	Riko Adi Prayoga	M	70	72	68
25	Rita Puspa Sari	M	70	72	75
26	Roni Syahputra Purnama	M	70	72	62
27	Saiful Muarif	M	70	72	64
28	Sigit Prasetyo	M	70	72	62
29	Silma Fauziah	F	70	72	72
30	Sulistiani	F	70	72	70
31	Terresia Novita Dewi	F	70	72	55
32	Tiara Novita Sari	F	70	72	60
33	Tika Pertiwi	F	70	72	62
34	Vivi Yuliana Sari	F	70	72	74
35	Wahyu Handayani	F	70	72	65
Average					66.6

Notes:

< KKM Descriptive Text Writing = 23 Students

≥ KKM Descriptive Text Writing = 12 Students

Students' Score of Descriptive Text Writing at the Eighth Grade of SMPN 2 Jati Agung Lampung Selatan in the Academic Year of 2018/2019

KELAS VIII D

No	Student's Name	Gender	KKM	KKM Descriptive Text	Score
1	Abdul Royan	M	70	72	62
2	Ahmad Yasin Lukito	M	70	72	60

3	Ajeng Puspa Sari	F	70	72	55
4	Andreas Dwi Septian	M	70	72	65
5	Anisa Fitriyani	F	70	72	76
6	Bagus Dwi Sapuutra	M	70	72	58
7	Calvin Seprian Sutopo	M	70	72	60
8	Dandi Prayoga	M	70	72	68
9	Dandi Setiawan	M	70	72	55
10	Dedi Kurniawan	M	70	72	70
11	Diki Pratama	M	70	72	75
12	Dila Oktavia	F	70	72	72
13	Dini Nurhasanah	F	70	72	65
14	Ella Putriani	F	70	72	78
15	Febri Awansah	M	70	72	60
16	Ferdi Dwi Armanda	M	70	72	55
17	Hilda Gustianda	F	70	72	75
18	Ibnu Tri Saputra	M	70	72	68
19	Ismawati	F	70	72	70
20	Jaka Wijaya	M	70	72	78
21	Malinda Dwi Saputra	F	70	72	75
22	Miko Saputra	M	70	72	65
23	Muhamad Aldi Safrian	M	70	72	78
24	Muhamad Dicky Allza Mora	M	70	72	68
25	Nikolas Saputra	M	70	72	65
26	Rendi Kurniawan	M	70	72	74
27	Revita Wangi	F	70	72	70
28	Rifqi Indranto	M	70	72	64
29	Riyan Firman Armando HS	M	70	72	62
30	Riyan Pratama	M	70	72	60
31	Rizki Dwi Ferdiyanto	M	70	72	55
32	Sella Dwi Wahyuni	F	70	72	70
33	Vikri Ade Hartanto	M	70	72	62
34	Yulianto Ardiansyah	M	70	72	55
Average					66.1

Notes:

< KKM Descriptive Text Writing = 25 Students

≥ KKM Descriptive Text Writing = 9 Students

**Students' Score of Descriptive Text Writing at the Eighth Grade of SMPN 2 Jati
Agung Lampung Selatan in the Academic Year of 2018/2019
KELAS VIII E**

No	Student's Name	Gender	KKM	KKM Descriptive Text	Score
1	Aditya Saputra	M	70	72	75
2	Ahmad Suhendri	M	70	72	65
3	Aldo Giva Pinanda	M	70	72	60
4	Alvian Krisna Wardana	M	70	72	55
5	Andika Aldi	M	70	72	78
6	Choirul Darmawan	M	70	72	50
7	Desti Meidiana Sari	F	70	72	78
8	Ditto Egi Prayoga	M	70	72	60
9	Fikri Ardiansyah	M	70	72	75
10	Gilang Mailano	M	70	72	78
11	Joko Priyono	M	70	72	65
12	Laurencius Kurniawan	M	70	72	58
13	Leni Kusniawati	F	70	72	60
14	Lia Sapitri	F	70	72	65
15	Malik Ibrahim	M	70	72	55
16	Muhamad Dicky	M	70	72	56
17	Muhammad Ilham	M	70	72	75
18	Muhammad Sadam	M	70	72	50
19	Nur Laila Sari	F	70	72	75
20	Putrid Ayu Wandiri	F	70	72	60
21	Ricky Aradeya	M	70	72	60
22	Ridwan Kurnadi	M	70	72	65
23	Riski Ardiansah	M	70	72	66
24	Taufik Nur Hidayat	M	70	72	70
25	Tiara Amanda	F	70	72	56
26	Tio Ardiansyah	M	70	72	72
27	Tubagus Yogi Nugroho	M	70	72	62
28	Viky Setiawan	M	70	72	70
29	Vinkki Andriani	F	70	72	60
30	Vio Civia Suherman	F	70	72	72
31	Wahyu Agung Prayuga	M	70	72	68
32	Wisnu Widodo	M	70	72	65

33	Yesi Setiawati	F	70	72	72
34	Yuda Pradana	M	70	72	60
35	Zayid Fauzan	M			65
Average					65.03

Notes:

< KKM Descriptive Text Writing = 25 Students

≥ KKM Descriptive Text Writing = 10 Students



Appendix 4 Syllabus

SILABUS PEMBELAJARAN

Sekolah : SMPN 2 Jati Agung

Mata Pelajaran : Bahasa Inggris

Kelas : VIII (Delapan)

Kompetensi Inti :

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
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Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>3.7. Menganalisis fungsi</p>	<p>Teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal</p> <p><i>Fungsi sosial</i></p> <p>Membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, mempromosikan,</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa memperhatikan / menonton beberapa contoh teks/ film tentang penggambaran orang, tempat wisata, dan bangunan bersejarah. Siswa menirukan contoh secara terbimbing. Siswa belajar menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks deskripsi yang ada 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks deskriptif Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kesesuaian format penulisan/ penyampaian <p>Unjuk kerja</p> <ul style="list-style-type: none"> Melakukan monolog 	9 x 2 JP	<ul style="list-style-type: none"> Audio CD/ VCD/DVD SUARA GURU Koran/ majalah berbahasa Inggris www.dailyenglish.com http://americanenglish.state.gov/files/ae/re/source_files http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.</p> <p>4.8. Menangkap makna dalam teks deskriptif lisan dan tulis sederhana.</p> <p>4.9. Menyunting teks deskriptif lisan dan tulis, sederhana,</p>	<p>dsb.</p> <p><i>Struktur text</i></p> <p>(1) Penyebutan nama orang, tempat wisata, dan bangunan bersejarah terkenal dan nama bagian-bagiannya yang dipilih untuk dideskripsikan</p> <p>(2) Penyebutan sifat orang, tempat wisata, dan bangunan bersejarah terkenal dan</p>	<p>dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia</p> <ul style="list-style-type: none"> Siswa mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu dari teks deskriptif <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa secara kelompok membacakan teks deskriptif lain dari berbagai sumber dengan pengucapan, tekanan kata dan intonasi yang tepat Siswa berpasangan menemukan gagasan pokok, informasi rinci dan informasi tertentu serta fungsi sosial dari teks deskripsi yang dibaca/didengar. Siswa menyunting teks deskripsi 	<p>tentang deskripsi orang, tempat wisata, bangunan bersejarah terkenal di depan kelas / berpasangan</p> <ul style="list-style-type: none"> Ketepatan dan kesesuaian dalam menggunakan struktur teks dan unsur kebahasaan dalam membuat teks deskriptif <p>Pengamatan (observations):</p> <p>kan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian</p>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4 Menyusun teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan</p>	<p>bagiannya, dan</p> <p>(3) Penyebutan tindakan dari atau terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal.</p> <p>ng semuanya sesuai dengan fungsi sosial yang hendak dicapai.</p> <p><i>Unsur kebahasaan</i></p> <p>(1) Kata benda yang terkait dengan orang, tempat wisata,</p>	<p>yang diberikan guru dari segi struktur dan kebahasaan</p> <ul style="list-style-type: none"> Berkelompok, siswa menggambarkan tempat wisata lain dalam konteks penyampaian informasi yang wajar terkait dengan tujuan yang hendak dicapai dari model yang dipelajari <p>Mengasosiasi</p> <ul style="list-style-type: none"> Dalam kerja kelompok terbimbing siswa menganalisis dengan membandingkan berbagai teks yang menggambarkan orang, tempat wisata, bangunan bersejarah terkenal dengan fokus pada struktur teks, dan unsur kebahasaan. 	<ul style="list-style-type: none"> Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan Komunikasi Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks deskriptif Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan Ketepatan dan kesesuaian menggunakan strategi dalam membaca 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.	<p>dan bangunan bersejarah terkenal</p> <p>(2) Kata sifat yang terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal</p> <p>(3) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi</p> <p>(4) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara</p>	<ul style="list-style-type: none"> Siswa mengelompokkan teks deskripsi sesuai dengan fungsi sosialnya. Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Berkelompok, siswa menyusun teks deskripsi tentang orang/ tempat wisata/ bangunan bersejarah sesuai dengan fungsi sosial tujuan, struktur dan unsur kebahasaannya Siswa menyunting deskripsi yang dibuat teman. 	<p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks deskriptif. Kumpulan karya siswa yang mendukung proses penulisan teks deskriptif berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi Kumpulan hasil tes dan latihan. Catatan atau rekaman penilaian diri dan penilaian sejawat, 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>lisan.</p> <p>(5) Rujukan kata</p> <p><i>Topik</i></p> <p>Keteladanan tentang perilaku toleran, kewirausahaan, nasionalisme, percaya diri.</p>	<ul style="list-style-type: none"> Siswa menyampaikan deskripsinya didepan guru dan teman. 	berupa komentar atau cara penilaian lainnya.		

Mengetahui

Kepala Sekolah SMP N 2 Jati Agung

ru Mata Pelajaran

Librantika, S.Pd

NIP.197410152000032003

Retno Widyaningsih, S.Pd

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Appendix 7 Instrument of Pre-test

WRITING TEST FOR PRE-TEST

Subject : English

Sub Matter : Writing (Descriptive Text)

Time allocation : 65 minutes

Directions:

1. Write your name and your class completely on the paper.
2. Use your own words and work by yourself.

Instructions:

1. Write a descriptive text consist of maximal 110 words.
2. Write your text in the simple present tense form.
3. Write your text by covered the generic structure of descriptive text (identification and description).
4. Please choose one of three the topics below:

a. My Dog

b. Afgan

c Monas.



Appendix 8 Instrument of Post-test

WRITING TEST FOR POST-TEST

Subject : English
Sub Matter : Writing (Descriptive Text)
Time allocation : 65 minutes

Directions:

3. Write your name and your class completely on the paper.
4. Use your own words and work by yourself.

Instructions:

5. Write a descriptive text consist of maximal 110 words.
6. Write your text in the simple present tense form.
7. Write your text by covered the generic structure of descriptive text (identification and description).
8. Please choose one of three the topics below:

a. My Rabbit

b. Syahrini

c. Borobudur Temple.



Appendix 9

EXPERT VALIDATION FORM FOR WRITING TEST

Direction:

For each question, please give your response by ticking (✓) a box representing your choice.

No	Questions	Yes	No	Comments
1.	Do the indicators in the test instrument have covered all aspect measured?			
2.	Are the direction and the instruction of test instrument clear enough?			
3.	Is the time allocation quite effective?			
4.	Does the assessment rubric has covered all aspects and indicators measured?			
5.	Is the assessment rubric quite understandable?			

General Comments

Please give any general comment or suggestion you may have concerning this test development.

.....
.....
.....

Jati Agung, 3 September
2018

Validator

Librantika, S.Pd
NIP.197410152000032003

Appendix 10 (a) Instrument Readability

READABILITY OF THE WRITING TEST

Name :

Class :

Based on the instrument of essay writing test, please answer the following questions.

No	Question	Yes	No	Scale (1 - 1 0)	Comment
1	Apakah petunjuk dan instruksi pada instrument terlalu panjang?				
2	Apakah kalimat yang digunakan sebagai petunjuk dan instruksi pada instrument terlalu kompleks?				
3	Apakah anda kesulitan atau tidak ada kata yang tidak di				

	ketahui dalam petunjuk dan instruksi pada instrumen?				
4	Apakah anda paham pada perintah dan instruksi soal?				
5.	Apakah anda kesulitan dalam memahami petunjuk dan instruksi yang diberikan?				

*** 1 describes an item that is easy to read and 10 describe an item that is difficult to read.**

(b) Instrument Readability

READABILITY OF THE WRITING TEST

Name :

Class :

Based on the instrument of essay writing test, please answer the following questions.

No	Question	Yes	No	Scale (Comment
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				1 - 1 0)	
1	Apakah petunjuk dan instruksi pada instrument terlalu panjang?				
2	Apakah kalimat yang digunakan sebagai petunjuk dan instruksi pada instrument terlalu kompleks?				
3	Apakah anda kesulitan atau tidak ada kata yang tidak di ketahui dalam petunjuk dan instruksi pada instrumen?				
4	Apakah anda paham pada perintah dan instruksi soal?				
5.	Apakah anda				

	kesulitan dalam memahami petunjuk dan instruksi yang diberikan?				
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*** 1 describes an item that is easy to read and 10 describe an item that is difficult to read.**

(c) Instrument Readability

READABILITY OF THE WRITING TEST

Name :

Class :

Based on the instrument of essay writing test, please answer the following questions.

No	Question	Yes	No	Scale (1 - 1 0)	Comment
1	Apakah petunjuk dan instruksi pada instrument terlalu panjang?				

2	Apakah kalimat yang digunakan sebagai petunjuk dan instruksi pada instrument terlalu kompleks?				
3	Apakah anda kesulitan atau tidak ada kata yang tidak di ketahui dalam petunjuk dan instruksi pada instrumen?				
4	Apakah anda paham pada perintah dan instruksi soal?				
5.	Apakah anda kesulitan dalam memahami petunjuk dan instruksi yang diberikan?				

*** 1 describes an item that is easy to read and 10 describe an item that is difficult to read.**

Appendix 11

Result of Readability

No.	Students' Code	Scale					Total	Average
		1	2	3	4	5		
1.	T-1	2	2	1	6	2	13	2.20
2.	T-2	1	2	1	4	2	10	2.00
3.	T-3	2	2	1	5	1	11	2.20
4.	T-4	2	1	1	4	1	9	1.80
5.	T-5	2	1	1	4	2	10	2.00
6.	T-6	2	2	2	3	2	11	2.20
7.	T-7	1	2	2	3	2	10	2.00
8.	T-8	1	2	2	3	1	9	1.80
9.	T-9	2	2	1	2	2	9	1.80
10.	T-10	2	2	1	3	2	10	2.00
11.	T-11	1	2	1	7	1	12	2.40
12.	T-12	1	2	1	2	1	7	1.40
13.	T-13	1	2	1	2	2	8	1.60
14.	T-14	2	2	1	4	2	11	2.20
15.	T-15	1	2	1	4	2	10	2.00
16.	T-16	2	1	1	3	1	8	1.60
17.	T-17	2	2	1	5	2	12	2.40
18.	T-18	1	2	1	4	1	9	1.80
19.	T-19	2	2	1	5	1	11	2.20
20.	T-20	2	1	1	3	1	8	1.60
21.	T-21	2	1	1	2	1	7	1.40
22.	T-22	1	2	1	4	2	10	2.00
23.	T-23	1	2	1	4	1	9	1.80
24.	T-24	1	2	2	3	2	10	2.00
25.	T-25	2	1	1	3	2	9	1.80
26.	T-26	1	2	1	2	1	7	1.40
27.	T-27	2	1	1	4	2	10	2.00
28.	T-28	2	1	1	3	1	8	1.60
29.	T-29	1	1	1	3	1	7	1.40
30.	T-30	2	2	1	5	1	11	2.20
31.	T-31	2	1	1	4	1	9	1.80
32.	T-32	2	2	1	3	2	10	2.00
33.	T-33	2	1	1	6	2	12	2.40
34.	T-34	1	2	1	3	1	8	1.60
Total Mean								64.60
Mean								64.60/34=1.90

Based on the finding of Kuoame's research, if the mean of all items of instrument text has means under 4.46, the instrument is quite readable and understandable by the readers or test takers. Because the mean of the items (instrument) of writing test above is 1.90 (lower than 4.46), it means that the instrument is readable.

Appendix 28 Documentation

Documentation in SMPN 2 Jati Agung Lampung Selatan

(a) Students in Experimental Class



Picture 1.1

The writer gave a pre-test to eighth grade students in the experimental class at the SMPN 2 Jati Agung Lampung Selatan in the academic year 2018-2019. All students take the test seriously.



Picture 1.2.

The students asked to make an example of descriptive text by using Transition-Action-Detail strategy. All students enthusiastically do the assignments.



Picture 1.3

The writer teaches in the experimental class by using the Transition-Action-Detail strategy. All students listen to the instructions given by the writer.



Picture 1.4

All students in the experimental class were given a post-test to determine students' ability in descriptive text after treatment. It seems that all students do their work as well as possible.

(b) Students in Control Class



Picture 2.1

The writer gives a pre-test to students in control class to find out the students' ability to make descriptive text. The test was given in 8E class as a control class. All students take the test seriously.



Picture 2.2

The Writer teaches in the control class using expository strategy. Some students seemed cool and did not listen to the author's explanation.



Picture 2.3

All students in the control class do the assignments given by the writer.



Picture 2.4

All students in the control class do the post-test given by the writer after the treatment. All students take the test seriously.